DOCUMENT RESUME

ED 470 262 IR 021 665

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| TITLE | CNN Newsroom Classroom Guides, July 2002. |
| INSTITUTION | Turner Learning, Inc., Atlanta, GA.; Cable News Network, Atlanta, GA. |
| PUB DATE | 2002-07-00 |
| NOTE | 124p.; For the 2001 Classroom Guides, see ED 456 824. |
| AVAILABLE FROM | Turner Learning, Inc., 33 S. Delaware Avenue, Yardley, PA 19067 (specify date; videos of broadcasts, $24.95 per episode). Tel: 800-344-6219 (Toll Free); Fax: 215-579-8589. For full text: http://learning.turner.com/newsroom/archive. |
| PUB TYPE | Guides - Classroom - Teacher (052) |
| EDRS PRICE | EDRS Price MF01 Plus Postage. PC Not Available from EDRS |
| DESCRIPTORS | Cable Television; Class Activities; *Current Events; Discussion; Educational Television; Elementary Secondary Education; Programming (Broadcast); *Social Studies; Teaching Guides; *World Affairs |
| IDENTIFIERS | *CNN Newsroom; Cable News Network |

ABSTRACT

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of July 2002, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Lead stories include: authorities arrest a man accused of starting the Rodeo fire in Arizona, the U.S. refuses to support the International Criminal Court, Steve Fossett completes the first solo balloon flight around the world, and President Bush salutes freedom and its heroes on a significant July 4th (July 1-3, 5); the 14th International AIDS Conference convenes in Barcelona, Spain, CNN's Maggie Lake looks at corporate credibility in America, President Bush delivers a speech on corporate responsibility, business leaders and consumers react to Bush's speech, and many people in developing nations cannot afford HIV/AIDS drugs (July 8-12); SEC Chairman Harvey Pitt says he will not step down, Wall Street's woes are causing global market jitters, CNN Student News' Joel Hochmuth talks to an economic forecaster about trends in the stock market, Italy experiences its worst drought in 30 years, and the Irish Republican Army issues an apology for civilian lives lost in Northern Ireland (July 15-19); investors respond to the market's downward slide, WorldCom files for bankruptcy, financial institutions may have been involved in the Enron case, Lastminute.com survives the dot-com storm and a new Web site is dedicated to the defense of Martha Stewart, and the IMF tries to help Argentina resolve its economic problems (July 22-26); and nine miners are rescued three days after being trapped in a flooded mine shaft, rescued miners speak at a hospital news conference, and Surveyor Bob Long used GPS technology to steer rescuers to the trapped miners (July 29-31). (AEF)

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# CNN Newsroom Classroom Guides, July 2002

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# CNN NEWSROOM Guide

**July 01, 2002**

**Teachers: There will be no CNN Student News program and guide on Thursday, July 4, in observance of Independence Day in the U.S.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Wildfires** ... 05:30...06:00
-Authorities arrest a man accused of starting the Rodeo fire in Arizona.
-Arizona businesses try to return to a sense of normalcy.

**News Focus: Montreal, Canada** ... 05:10...11:10
-Today is Canada Day.
-The city of Montreal combines Old World charm with New World innovation.

**Chronicle: High School Cheating** ... 03:40...14:50
Cheating is a growing problem among U.S. students.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...15:00
Daily Reports, features, and today's CNN Student Bureau story

**Perspective: Castro** ... 03:50...18:50
CNN's John Zarella looks at the life and times of Fidel Castro.

**Culture Report: "Metamorphoses"** ... 03:30...22:20
Ovid's "Metamorphoses" is the basis for a cathartic Broadway play.

**Student Bureau** ... 03:50...26:10
The Marin Academy Jazz Band studies the roots of jazz in Cuba.

**Where in the World?** ... 01:00...27:10
Answer: Canada

**CNN NEWSROOM CLOSE** ... 00:50... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Wildfires**

1. Where is the Rodeo fire? Who has been arrested and charged with setting that fire? According to authorities, what was Leonard Gregg's motive? What is the maximum penalty for this offense? How are firefighters and others reacting to this arrest? In addition to their immediate environmental and economic impact, what long-term effect could the fires have on Arizona's tourism industry?

2. Why were the businesses in the video recently closed? What economic hardships have their workers and owners suffered as a result? Who is Chris Kengla? How did the dedication of one of his employees save his business from total loss? What do you think CNN's Thelma Gutierrez means when she says, "The people here say it's all about perspective"? Have you ever lost something that was important to you? If so, were you able to keep your loss "in perspective"? If so, how?

3. Teachers: You may wish to check out Riverdeep.net's "Teaching the News: Wildfires" at http://www.riverdeep.net/current/2002/06/061702t_wildfires.jhtml.

**LINKS:**
http://www.cnn.com/2002/US/06/30/arizona.wildfire/index.html
http://www.howstuffworks.com/wildfire.htm

**News Focus: Montreal, Canada**

1. What holiday are Canadians celebrating today? Locate the city of Montreal on the Holt, Rinehart and Winston World Atlas at http://go.hrw.com/atlas/norm_htm/canada.htm. What geographic features surround the city? What is the Vieux Montreal? What contrasts of old and new are evident in Montreal?

2. Who were the first inhabitants of what became Montreal? Who were the first Europeans to arrive there? Who was Jacques Cartier? For whom did he name Mount Royal? When did the British arrive in Montreal? What distinction does Montreal claim among French-speaking cities? What other cultures are evident in Montreal?

3. What are some other characteristics of the city of Montreal? What attractions and events can visitors to the city enjoy?

4. Many students in the U.S. know little about their neighbor to the North. Divide the class into small groups, and direct each to conduct research on the history, government and economy of Canada. Share groups' findings. Compare and contrast the elements of Canada's history, government and economy with those of the U.S.

**LINKS:**

http://www.pagemontreal.qc.ca/meg/
http://www.montreal.worldweb.com/
http://www.pch.gc.ca/ceremonial-symb/english/day_can.html
http://www.southam.com/nmc/ohcanada/news/origin.html

**Chronicle: High School Cheating**

1. What were the findings of this year's Who's Who Among American High School Students annual cheating survey? According to the video, why is cheating rampant among American students? How are schools combating this problem?

2. What factors do you think influence the development of people's ethical and moral beliefs? What do you think about the findings of the Who's Who study? Why might some people find these results a disturbing commentary on American society?

3. What is plagiarism? Do you think plagiarism is a form of cheating? Why or why not? Refer students to multimedia resources, including the links below, to research the prevalence and consequences of plagiarism. Share student findings. Point out that, in most academic institutions, plagiarism is grounds for suspension or expulsion. Ask students: Do you think these consequences are fair? Why or why not?

4. Help your class replicate the Who's Who Among American High School Students annual cheating survey with the students in your school. (Students can access the results of this year's survey at the first Web site below.) The students' responses should be anonymous. Have your students compare their results to the results of the Who's Who survey. Then have your students write a critical analysis of their findings and disseminate their report to the students at your school.

5. Teachers: For discussion questions and an activity on the breakdown of ethics in America, check out the News Focus section of the June 27, 2002 CNN Student News Guide at: http://turnerlearning.com/newsroom/archive/0602/NR062702.html.

**LINKS:**
http://www.eci-whoswho.com/highschool/annualsurveys/29.shtml
http://alexia.lis.uiuc.edu/~janicke/plagiary.htm
http://edcen.ehhs.cmich.edu/~mspears/plagiarism.html
http://www.plagiarism.org/

**Perspective: Castro**

1. Who is Fidel Castro? When did he come to power? According to the video, has his 43 years in power been more the result of "charisma or control"? Explain.

2. In the video, we hear that, if circumstances in Cuba warranted it, "the machinery of repression would go into action." What do you think this means? Who or what created the repressive system in Cuba? What role does fear play in government control of Cuba's citizens?

3. What events in contemporary Cuban history "threatened to overtake" Fidel Castro? Did the Bay of Pigs, Cuban Missile Crisis and fall of the Soviet Union affect Castro's power? Explain. What is the status of free speech, press and assembly in Cuba? Have Cubans enjoyed any benefits under Castro's

government? Explain.

4. Use this opportunity to help students familiarize themselves with Cuba's contemporary history and its relations with the U.S. Have students work in groups to research Castro's rise to power and the political and economic systems he established in Cuba. Direct students to examine the problems underlying U.S.-Cuba relations since Castro assumed power. Share student findings in class discussion. Challenge each student to select one event in Cuba's history since 1959 (for example, the Bay of Pigs Invasion, the fall of the Soviet Union, or the Elian Gonzalez case) and write an editorial that might appear in either a U.S. or Cuban newspaper on the event and its significance.

   **EXTENSION:** In the video, we hear that the repressive system in Cuba is "better than Stalin ever had." Direct students to their texts and other resources to learn about Joseph Stalin and his hardline rule of the Soviet Union. Discuss the political system Stalin imposed in the USSR and compare it to Castro's brand of Marxism.

**LINKS:**
http://www.cnn.com/resources/newsmakers/world/namerica/castro.html
http://www.fiu.edu/~fcf/castro_year1/castro_year1.html
http://www.fiu.edu/~fcf/
http://www.historyhouse.com/in_history/castro/
http://history1900s.about.com/cs/castrofidel/index.htm

**Culture Report: "Metamorphoses"**

1. What classical literature is enacted in the Broadway play "Metamorphoses"? How is the staging symbolic? Why is water symbolism a cross-cultural reflection of a significant stage in people's lives? Who is Mary Zimmerman? How has Zimmerman modified the original myths to make the stories relevant to today's audience? What stories are referenced in the video as examples of Zimmerman's contemporizing of the ancient myths? Which story, in particular, provides an opportunity for members of the audience to "bond" with each other? When the play first opened, why was the director concerned about audience response to the stories? What convinced her that not only would audiences find the stories good entertainment but also good therapy?

2. What does director Zimmerman mean when she says, "There's something profoundly intimate about metaphor - it's a secret language; it's a code language that 300, 600 people are understanding simultaneously. And it kind of knits us together, imaginatively"? Have students use the following definition of metaphor from http://www.devco.demon.co.uk/definitions.html to discuss how experiencing the stories in "Metamorphosis" could transform an audience metaphorically: A metaphor is: "An implied analogy in which one thing is compared or identified with another dissimilar thing."

3. Merriam-Webster's Collegiate Dictionary defines catharsis as "a : purification or purgation of the emotions (as pity and fear) primarily through art b : a purification or purgation that brings about spiritual renewal or release from tension." The concept of catharsis as it applies to an audience's experiencing of the tragic action in literature is drawn from Aristotle's classic definition of Greek tragedy in his Poetics. He defines tragedy as "the imitation of an action that is serious and also as having magnitude, complete in itself. Tragedy is a form of drama exciting the emotions of pity and fear… ." (For the source of this and further information, refer to these two Web sites: http://academic.brooklyn.cuny.edu/english/melani/cs6/tragedy.html and http://www.xrefer.com/entry/551555.)

Then, organize eight groups, and have each group select one of the following Greek myths performed in Zimmerman's production:

- Midas
- Alycon and Ceyx
- Erysichthon
- Orpheus and Eurydice
- Pomona and Myrrha
- Phaeton
- Cupid and Psyche
- Baucis and Philemon.

Refer the groups to the Web sites below and other resources to prepare a dramatic, audiovisual presentation that:

- Tells the original story and the contemporary version;
- Elucidates and comments on the effectiveness of the metaphor guiding the story;
- Explores and explains the catharsis an audience might experience.

After students have shared their performances, have students write essays in response to the following question: Do you think literature's power to evoke strong emotions and to produce a therapeutic effect has an essential role in society?

**LINKS:**
http://www.metamorphosesonbroadway.com/
http://eserver.org/poetry/metamorphoses.txt
http://classics.mit.edu/Ovid/metam.html
http://www.messagenet.com/myths/
http://web.uvic.ca/grs/bowman/myth/
http://www.greekmythology.com/

**Student Bureau: Cuba Jazz**

1. Where is Marin Academy located? Why did Marin Academy's Jazz Band travel to Cuba? Who is Bob Schleeter? What does he say about his experience in Cuba? How do students in the jazz band describe their experience in Cuba? What are some similarities and differences in the descriptions of Cuba as relayed by the students and their teacher? Besides learning about Cuban music, what aspects of Cuban life did Schleeter and his students learn about?

2. Who is Colleen Doyle? What does she mean when she says, "Maybe if we started with something more simple like music, then we could begin to make other aspects of human communication work"? Do you think the experience of the Marin Academy Jazz Band demonstrated the truth of her statement? Explain.

3. Point out to students that jazz is considered America's classical music. Have students research the history of jazz, from its roots in the African-American slavery experience, through the early days of ragtime, and through swing, bop, and progressive jazz. After students have shared their findings, lead a class brainstorming session to generate a list of the great artists of jazz. Write the list on the board. Invite each student to select one of these artists and research that musician's biography and his/her contribution to jazz. Have students create audiovisual presentations, including posters and music bytes, as a way of sharing their information about their selected musicians.

**LINKS:**
http://www.ma.org/

http://www.jass.com/
http://www.redhotjazz.com/
http://www.allaboutjazz.com/timeline.htm

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**EDITOR'S NOTE:**
Arizona
Canada Day
Montreal
cheating
plagiarism
Fidel Castro
metaphor
jazz

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# CNN NEWSROOM Guide

**July 02, 2002**

**Don't forget: There will be no program and guide this Thursday, July 4th, in observance of Independence Day in the U.S.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: U.S./U.N. Wrangling** ... 07:20...07:50
-The U.S. refuses to support the International Criminal Court.
-The American veto casts a shadow over U.S./European relations.

**News Focus: Hong Kong Handover** ... 06:10...14:00
-Hong Kong observes five years since its handover to China.
-Some Britons continue to call Hong Kong "home."

**Chronicle: Wimbledon Unlikely Pair** ... 02:45...16:45
An Israeli-Muslim doubles pairing advances at Wimbledon.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...16:55
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Castro's Daughter** ... 03:40...20:35
Fidel Castro's daughter hosts a Cuban-exile radio program in Miami.

**Health Report: Sun Safety** ... 02:55...23:30
Protecting our skin from the sun needs to be a lifetime commitment.

**College Town Retirees** ... 03:10...26:40
Retirees are drawn to the cultural activities of college towns.

**Where in the World?** ... 01:00...27:40
Answer: Virginia

**CNN NEWSROOM CLOSE** ... 00:20... 28:00

## ---------- CNN NEWSROOM STORIES -----------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: U.S./U.N. Wrangling**

1. What is the International Criminal Court (ICC)? In what forum did the United States veto this court? What is the reasoning behind the U.S. position on the ICC? Why are international peacekeepers in Bosnia? How could this veto impact the future of the international peacekeeping mission there? Why?

2. What authority does the ICC have over individuals suspected of war crimes? Why does the U.S. feel that this is unjust? How have European allies responded to U.S. concerns about the court?

3. What demand is the U.S. making regarding its peacekeeping forces in Bosnia? In addition to this latest squabble over the ICC, what other issues are accounting for increased tension between the U.S. and Europe? What are tariffs? How is the Bush administration's imposition of tariffs on European steel affecting commerce between the U.S. and Europe? What two world leaders are another source of disagreement between Europe and the U.S.? How many of the European Union (EU) nations backed the International Criminal Court? What did Great Britain's Prime Minister Blair have to say about the U.S. veto of the court? Why is Blair's response significant?

4. Direct students to the video, the Internet and other resources to learn more about the reasons behind the U.S. veto of the ICC and the reasons why 74 countries, including key U.S. allies, support the court. Share students' findings in class discussion. Generate a class discussion about the concept of "sovereignty" and why the U.S. feels the ICC threatens to dimish its sovereignty. Refer students back to the video and the statement that most European leaders fear "the U.S. is on unilateralist overdrive." Do students agree with this statement, or do they think U.S. concerns over the ICC are justified? Discuss.

5. Teachers: For a related CNNstudentnews.com article and educational materials, go to: http://fyi.cnn.com/2002/fyi/news/07/01/international.court/index.html.

**LINKS:**
http://www.cnn.com/2002/WORLD/europe/07/01/oakley.icc/index.html
http://www.un.org/law/icc/
http://www.cato.org/pubs/pas/pa-311es.html
http://www.cnn.com/2002/WORLD/europe/07/01/bosnia.peacekeeping.court/index.html

**News Focus: Hong Kong Handover**

1. Locate Hong Kong on the Holt, Rinehart and Winston map of China at http://go.hrw.com/atlas/norm_htm/china.htm. What nation relinquished control of Hong Kong to China five years ago? Who was Hong Kong's last colonial governor? Who is the current chief executive of Hong Kong? Over what kind of celebrations did Chief Executive Tung Chee Hwa preside on yesterday's fifth anniversary of Hong Kong's handover? Why were the celebrations somewhat muted? What does Tung see as his top priority for Hong Kong? What evidence from the

video indicates that many of Hong Kong's people agree with him?

2. Who is Anson Chan? What does he see as the answer to restoring public confidence in Hong Kong's government? Does Tung Chee Hwa agree with him? Why are democracy advocates accusing Tung of "dancing to China's tune"?
3. Why did many Britons leave Hong Kong five years ago? Who is George Cautherly? When did his family first arrive in Hong Kong? Why did he never consider leaving? What does Alasdair Watson do for a living? Why did he decide to remain in Hong Kong? What is Mike Rowse's occupation? Why did he give up his British passport for a Chinese one?
4. What was life like before the handover of Hong Kong to China in July 1997? What is life like there now? Have students work in small groups to gather information about the "before and after" story of the Hong Kong handover, and share their findings. Then have each student use this information to act as a citizen of Hong Kong and write two journal entries, one dated June, 1997 and one July, 2002. Ask students to share their writing and discuss whether they would be concerned for their political and economic well-being if they were living in Hong Kong.
5. Inform students that Hong Kong was Great Britain's last major colony. Generate a class discussion about the meaning of the term "imperialism." Have students refer to their texts and other resources to learn more about the British Empire. Refer students to the Holt, Rinehart and Winston world map of "The New Imperialism, 1900" at http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=st9%20imperialism%201900 to view the British and other empires throughout the world in the 20th century. Discuss reasons why some Western nations established empires and how imperialism impacted the culture and history of their colonies.

**LINKS:**
http://www.lib.virginia.edu/subjects/amlc/hksp.htm
http://www.cnn.com/WORLD/9706/hk97/
http://www.time.com/time/hongkong/
http://www.info.gov.hk/

**Chronicle: Wimbledon Unlikely Pair**

1. Who are Amir Hadad and Aisam Ul-Haq Qureshi? Why do these men make an unlikely tennis pair? What is Wimbledon? Why is the participation of Hadad and Qureshi in Wimbledon politically significant?
2. Point out that Hadad and Qureshi are doing their part to show the unifying spirit of sports. Help students to brainstorm a list of other examples of sporting events or individual athletes that have helped break down racial, religious and other social barriers. Then, have student prepare oral presentations about the events/athletes and their contributions to sports and society as a whole.
3. Teachers: Visit the following CNNstudentnews.com site for an activity that focuses on comparing Islam to Judaism and Christianity:
   http://www.cnn.com/2001/fyi/lesson.plans/09/28/islamic.explainer/.

**LINKS:**
http://www.haaretzdaily.com/hasen/pages/ShArt.jhtml%3FitemNo%3D181330%26contrassID%3D1%26su

http://www.hickoksports.com/history/tennisix.shtml

**Perspectives: Castro's Daughter**

1. Who is Alina Fernandez? From what U.S. city does she broadcast a radio program? Why is her program based in Miami? Why is the program's discussion mostly critical of Fidel Castro? How does Fernandez refer to Castro? Why does she try not to refer to Castro as her father?
2. How old was Alina Fernandez when she learned that Castro is her father? What gift does she remember receiving from him? Whom did the doll look like? How did she react to this gift?
3. When did Fernandez reject the Cuban revolution and become a dissident? How long has it been since she has spoken to her father? Why do you think she now sees him as "no longer a dictator, but a tyrant"? When did Fernandez come to the U.S.? How has she been active in her adopted country? What does she think of the prospects for democracy in Cuba?
4. Ask students: What does it mean to live "in exile"? Why is Alina Fernandez living in exile? Point out to students that Fernandez is using the power of a free press to inform others about life in Castro's Cuba. Have students work in groups to learn more about the status of civil liberties in Cuba (e.g., free speech, free assembly, free press) and share their findings with the class. Had Alina Fernandez stayed in Cuba, could she be as openly critical of Castro as she is in the U.S.? Why do students think civil liberties are so limited under Castro? Discuss.

**LINKS:**
http://news6.thdo.bbc.co.uk/hi/english/world/monitoring/newsid_49000/49860.stm
http://www.sptimes.com/2002/03/18/State/On_the_air__Voice_of_.shtml
http://www.canfnet.org/News/010814newsa.htm

**Health Report: Sun Safety**

1. Why is overexposure to the sun harmful to people's skin? What is the difference between UVA and UVB rays? What level of SPF sunscreen should people use?
2. Prior to viewing the video, were you aware of skin cancer and the importance of using sunscreen as a preventative measure? If so, how did you learn this information? Do you use sunscreen? Why or why not? Why do you think many people believe that having a tan looks "healthier" than not having a tan?
3. Refer students to the Web sites below to learn more about the different types of skin cancer and ways to prevent the disease. Pose the following questions to guide students' research:
    1. What is the composition and function of human skin?
    2. What are the signs and symptoms of skin cancer?
    3. What is the difference between melanoma and nonmelanoma skin cancer?
    4. What are the risk factors for skin cancer?
    5. How many people are affected by skin cancer?
    6. Why has the incidence of skin cancer increased in recent years?
    7. Who survives skin cancer?
    8. Why is it particularly important that kids use sunscreen?

   Inform students that the American Cancer Society has developed an awareness campaign based on the slogan, "Fry now, pay later." Have groups of students create their own campaigns and slogans to educate their peers about the dangers of skin cancer and offer ways to prevent the disease.

**LINKS:**
http://www.cancer.org/eprise/main/docroot/PED/content/ped_7_1_What_You_Need_To_Know_About_Sk
http://www.oncolink.com/templates/types/types.cfm?c=18
http://fyi.cnn.com/HEALTH/cancer/9906/09/skin.cancer/

**College Town Retirees**

1. What do Harrison and Jane Bicknell, Harrison Kinney and Earle Bates have in common? For what kinds of activities are retirees relocating to college towns? Why is retiring to a college town a new "trend" for retirees? What considerations are retirees advised to take into account when creating their retirement plans?

2. Ask students: Who is Kempton Presley? What does she mean when she says, "The university atmosphere kind of invokes a certain feeling of mutual trust and … just peace … so a lot of people might find that appealing"? Have students interview members of their families and friends who are familiar with university life to discover their opinions on the negative and positive aspects of living in a college town. Does the information students received from them support or refute Presley's evaluation of the emotional appeal of college towns? Explain.

3. What do different university towns offer students? Lead a class brainstorming session to generate criteria for evaluation of college communities that could be used by students considering their university selections. Have each student select a university and its town for research and apply the criteria to determine the desirability of the university town. After students have shared their findings, ask: What recommendations would you make to your selected university town to enhance and/or improve its desirability? Then, ask: To what extent do these communities provide opportunities for other groups of people such as the elderly and families?

**LINKS:**
http://www.lexrockchamber.com/Directory/Retirement.html
http://www.dawson.org/chamber/newreleases/august.pdf
http://news.bbc.co.uk/hi/english/education/newsid_1565000/1565160.stm

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**EDITOR'S NOTE:**
International Criminal Court
Bosnia
Hong Kong
Wimbledon
Alina Fernandez
communism
melanoma
retiree

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# CNN NEWSROOM Guide

**July 03, 2002**

**There will be no program and guide tomorrow in observance of Independence Day.**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Balloon Record** ... 04:00...04:30
Steve Fossett completes the first solo balloon flight around the world.

**News Focus: Declaration of Independence** ... 07:00...11:30
CNN Student News' Kathy Nellis presents some background on the Declaration of Independence.

**Chronicle: Carter Civics** ... 04:55...16:25
Former President Jimmy Carter shares his views on the Declaration of Independence.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...16:35
Daily Reports, features, and today's CNN Student Bureau story

**Perspective: Cuba Anti-U.S. Marches** ... 03:00...19:35
Cuba's government organizes protests in opposition to calls for reform.

**Perspectives: Cuba Euro** ... 02:10...21:45
The euro helps boost tourism in Cuba.

**Business Report: State of Broadway** ... 02:20...24:05
It's been a tough year for business on Broadway.

**Student Bureau** ... 02:05...26:10
The city of Muncie, Indiana becomes home to the Ball Jar Museum.

**Where in the World?** ... 01:00...27:10
Answer: Philadelphia

**CNN NEWSROOM CLOSE** ... 00:50... 28:00

## ---------- CNN NEWSROOM STORIES -----------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Lead Story: Balloon Record**

1. Who is Steve Fossett? What aviation milestone did he just achieve? How long did his global flight take? How many other times had he attempted this feat?

2. In what other events has Fossett been a competitor? What do we know about Fossett's childhood and education? What is his career? With whom did Fossett team up in a previous attempt to fly a balloon around the world? Was the team successful? Explain.

3. In the video, we learn that Fossett is the kind of person who is willing to assume a higher level of risk than others would. What evidence from the video supports that statement? How has Fossett "thrived under pressure"? What do you think are some of the characteristics of people who are risk-takers? How does pressure affect these kinds of people? Do you ever take risks? If so, are they the kind of risks that others might classify as "challenges" or as "unnecessary chances"? Explain.

4. Teachers: You may want to examine Riverdeep.net's "Floating to Space" at http://www.riverdeep.net/current/2002/06/060302t_balloons.jhtml.

5. For a CNNstudentnews.com related story and educational materials, please visit http://fyi.cnn.com/2002/fyi/news/07/02/balloon/index.html.

**LINKS:**
http://www.cnn.com/2002/US/07/01/air.records/index.html
http://www.balloonzone.com/history.html
http://howstuffworks.lycoszone.com/hot-air-balloon.htm

**News Focus: Declaration of Independence**

1. What do citizens of the U.S. celebrate each July 4th? In what year was the Declaration of Independence adopted? What was the purpose of this document? Who was appointed to write the Declaration? Who actually wrote it? How long did the task take Thomas Jefferson?

2. What was the primary method of communication at the time of the Revolutionary War? Why was printing a document such an elaborate process at that time? Approximately how many copies of the Declaration of Independence were printed on July 4, 1776? How many of these originals exist today?

3. Why was "time of the essence" at the time the Declaration was printed? When was the document actually signed? Why was signing the Declaration such a risky proposition?

4. Who owns the copy of the Declaration seen in the video? What did Norman Lear do to make this copy more accessible to the public? In the video, we hear the Declaration of Independence referred to as "our collective birth certificate"? What does this mean?

5. Remind students that the signers of the Declaration of Independence were taking on incredible personal and professional risks by affixing their signatures to the document. What do we know about these courageous individuals? Have students consult their texts to determine who the signers of the Declaration were. Then, have each student choose one of these men and conduct research to learn more about him. What was his occupation? What inspired him to promote colonial independence by signing the Declaration? Have students share their information. Ask: Did any of these individuals suffer consequences because they signed the Declaration?

6. Appoint a student to read the text of the Declaration of Independence to the class. Generate a class discussion about the principles embodied in the Declaration, such as equality and unalienable rights to life, liberty and the pursuit of happiness. Point out to students that, while Thomas Jefferson skillfully crafted these words, the political philosophy he articulated was not new. Philosophers such as John Locke and Jean Jacques Rousseau laid the foundation for civil liberties years before. Challenge students to conduct research into the political philosophies promoted by Locke, Rousseau, and others of the Enlightenment period. Have students share their information and compare the writings of the continental philosophers to the words in Jefferson's Declaration. Why do students think the political philosophy of the Age of Enlightenment led to the decline of the power of European monarchies? Discuss.

**LINKS:**
http://www.law.indiana.edu/uslawdocs/declaration.html
http://www.loc.gov/exhibits/treasures/tr00.html
http://www.archives.gov/join_the_signers/impact_join_the_signers.html
http://www.ushistory.org/declaration/index.htm
http://www.chuckbraman.com/Writing/WritingFilesPhilosophy/locke.htm

**Chronicle: Carter Civics**

1. What is the Declaration of Independence? When was it adopted? Why were the signers of the Declaration considered "courageous" people?

2. Who is Jimmy Carter? What does the Declaration mean to President Carter? According to Mr. Carter, why is the Declaration of Independence still relevant in the 21st century? Why does Carter believe that the Declaration holds renewed meaning during "this critical juncture in history"?

3. Direct students to the first link below to review a copy of the Declaration of Independence. Then ask students: What moral values does the Declaration of Independence promote? Challenge students to think of times in American history when these values have been put to the test. How has the Declaration influenced the evolution of America? Discuss.

   After the discussion, remind students that in the video, President Carter states that, "The Declaration of Independence is still the guiding light for every person on earth who wants to understand the essence of the United States of America." Have each student write an essay in response to the following question: In what ways does the Declaration of Independence capture the "essence" of the United States? Have students share their essays in class discussion.

4. Why is the Declaration of Independence significant throughout the world? Two years ago, during an auction of a rare 1776 printing of the Declaration of Independence (which sold for $8.1 million), Sotheby's Vice Chairman David Redden said that the Declaration "is the cornerstone document in the

history of world freedom." Ask students to discuss the meaning of Redden's statement and to identify examples of the Declaration's influence on other nations.

5. Teachers: For a CNNstudentnews.com article and lesson plan about the role of President John Adams in the creation of the Declaration of Independence, go to: http://fyi.cnn.com/2001/fyi/news/07/03/john.adams/index.html.

**LINKS:**
http://www.law.emory.edu/FEDERAL/independ/declar.html
http://www.cartercenter.org/
http://www.history.org/

**Perspective: Cuba Anti-U.S. Marches**

1. What was the reason behind the recent massive marches in Cuba? Who originated this idea? Who organized the protests? What does the reporter mean when she refers to "an entire country paralyzed in the name of politics"?

2. What is the purpose of the constitutional amendment Fidel Castro is proposing? What is the Varela Project? Why are organizers of this project outraged by Castro's proposal? According to the video, what is the only change to Cuba's political system that Castro will accept?

3. In the video we are told that U.S. President George W. Bush recently called for sweeping economic and political reforms in Cuba. Point out that Fidel Castro's Cuba is one of the last surviving communist systems. Challenge students, working in groups, to research Cuba's brand of political and economic communism. Direct each group to create a chart that compares the political and economic systems of Cuba and the U.S. Have groups present their charts. Why do students think the Cuban government thought it necessary to stage massive protests in response to U.S. President Bush's call for reforms?

**LINKS:**
http://news.bbc.co.uk/hi/english/world/americas/newsid_1126000/1126451.stm
http://www.odci.gov/cia/publications/factbook/
http://www.fiu.edu/~fcf/humrts.html

**Perspectives: Cuba Euro**

1. What is the euro? What Cuban city recently became the first place outside the European Union to accept it? What advantages does euro acceptance offer tourists and tourism to Cuba?

2. What different currencies can CNN's Lucia Newman use to pay for her bottled water in Varadero? Why can't she use the traditional Cuban peso? What is likely to happen in Cuba if the euro experiment is successful in Varadero?

3. Challenge students to conduct research into Cuba's economic system and its current economic situation. Share student findings. Ask: Why is Cuba described in the video as "cash-starved"? What is preventing the free flow of commerce into Cuba? Why is acceptance of the euro a potential boost to Cuba's economy?

**LINKS:**
http://www.odci.gov/cia/publications/factbook/geos/cu.html
http://travel.state.gov/cuba.html
http://www.rose-hulman.edu/~delacova/economy/euro.htm
http://www.euro.gov.uk/home.asp?f=0

**Business Report: State of Broadway**

1. How did the September 11 attacks impact Broadway theaters? How much did Broadway lose in the week following the terrorist attacks? What other circumstances added to the financial misery?

2. What did New York City's government do to support Broadway in the weeks following September 11? How did the state of New York and theater unions lend their support? Why did the city and state do so much to save Broadway during these tough times? Are theatergoers coming back to Broadway? Explain. Do you think the appearance of "big-screen stars" on stage enticed audiences to return? Why or why not?

3. What does theater critic Michael Riedel see as the long-term financial picture for Broadway? By what standard is he making this assessment? How is tourism a factor in Broadway's economic health?

4. Refer students back to the video and Michael Riedel's quote, "Broadway generates an enormous amount of income for this city." Ask students to consider how a downturn in a city's economic engine affects other sectors of the city's economy. As a class, brainstorm a list of businesses that were probably affected, directly or indirectly, by a sudden drop in demand for Broadway theater tickets. Included in the list should be restaurants, taxi cab companies and hotels. Discuss the economic ripple effects of the downturn in theater ticket demand on these businesses and on the city as a whole. Remind students that, in a free market economy, government often tries to avoid subsidizing businesses that fail, yet in this case, New York city and state governments came to Broadway's aid. Do students feel these government actions were appropriate? Why or why not?

**LINKS:**
http://www.nycvp.com/broadwayshows.html
http://www.broadwayonline.com/pages/newsiteframesn.htm
http://www.americantheaterweb.com/

**Student Bureau: Ball Jar Museum**

1. Where was the home of the Ball Jar Company? For what purpose were the Ball jars originally used? Who is Reverend Phillip Robinson? Why did he purchase the Ball Jar Company building? Under what conditions would Reverend Robinson consider selling his collection of jars? How has the city of Muncie fulfilled Robinson's "wish" to keep his collection together and in its hometown?

2. According to the video, "Thousands of people come from all over the world to see his jars." What can people learn from visiting the Ball Jar Museum? Do you think Reverend Robinson intended his collection to be used educationally? Why or why not? Are you familiar with local museums that present items and practices preserved from the past? If so, what did you learn from visiting these museums?

3. Have students, working in groups, conduct research to learn about everyday life in the 19th century and the kinds of tools, equipment and other household items that people used for such activities as

food preparation, grooming, making clothing, homebuilding, entertainment, and communication. After students have shared their findings, direct them to design a museum exhibit displaying the objects and artifacts of the life and times of 19th century villagers. Then, ask: What have you learned about the lives of 19th century Americans? How were their lives different from and similar to our lives? What do you think accounts for the differences and similarities? Are our lives better, worse or just different? Discuss.

**LINKS:**
http://www.ball.com/bhome/history.html
http://www.in.gov/enjoyindiana/where_to_go/trip1.asp
http://www.homecanning.com/usa/ALNewsLetter.asp?A=82

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**EDITOR'S NOTE:**
Steve Fossett
Declaration of Independence
Thomas Jefferson
July 4, 1776
Jimmy Carter
euro
Cuba
Broadway

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# CNN NEWSROOM Guide

**July 05, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Presidential Fourth** ... 03:10...03:40
President Bush salutes freedom and its heroes on a significant July 4th.

**News Focus: Jefferson the Man** ... 02:45...06:25
CNN's Garrick Utley presents insight into the personality of Thomas Jefferson.

**News Focus: Flag Restoration** ... 02:00...08:25
Conservators are in their fourth year of restoration of an historic U.S. flag.

**Ask CNN: Pledge of Allegiance** ... 01:30...09:55
When and by whom was the Pledge of Allegiance written?

**Chronicle: Rockwell Exhibit** ... 04:10...14:05
Norman Rockwell's paintings tour the U.S.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...14:15
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: A Philadelphia Fourth** ... 05:30...19:45
Philadelphia offers a living lesson in American history.

**Week in Review: Freedom** ... 02:45...22:30
CNN's Bruce Morton asks how much freedom Americans would exchange for security.

**July 4th Fact** ... 00:50...23:20
Facts about Benjamin Franklin

**Student Bureau** ... 03:00...26:20
CNN Student Bureau's Leah Burfield interviews Homeland Security Director Tom Ridge.

**Where in the World?** ... 01:00...27:20
Answer: United States

**CNN NEWSROOM CLOSE ... 00:40... 28:00**

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

### Lead Story: Presidential Fourth

1. What was significant about this year's Fourth of July holiday? Why was there heightened security around the U.S.? Did security concerns keep people away from Independence Day celebrations? Why do you think many turned out to celebrate the day?

2. Where did President Bush deliver his Independence Day speech? What sentiments did he express in this speech? What did he indicate that "history has called America to do? Why do you think freedom is especially significant to many Americans this year? Whom did Mr. Bush salute? What "reward" did Mr. Bush announce for 15,000 immigrants in the military?

3. How did you and your family celebrate the July 4th holiday? Do you believe the holiday took on a deeper signifance for Americans this year? Explain.

4. It is especially appropriate that students examine the Declaration of Independence this year, just months after the tragedy of September 11. Refer students to their texts or other resources for copies of the Declaration of Independence. As a class, thoroughly read and discuss the document. Challenge students to write their versions of the Declaration for today's Americans. Direct students to focus on what they perceive as the modern challenges to freedom. They may, for example, choose to equate "tyranny" with "terrorism," or re-affirm a commitment to equality for all. Have students share their documents. Post them around the classroom.

5. Teachers: You and your students may want to visit Riverdeep.net's "Let the Fireworks Begin!" at http://www.riverdeep.net/current/2002/07/070102_fireworks.jhtml.

6. For a CNNstudentnews.com related story and educational materials, please visit: http://fyi.cnn.com/2002/fyi/news/07/04/fourth.july/index.html.

**LINKS:**
http://www.usis.usemb.se/Holidays/celebrate/independ.html
http://www.usis.usemb.se/newsflash/pres_message_4july2002.html
http://www.loc.gov/exhibits/treasures/tr00.html
http://www.whitehouse.gov/news/releases/2002/07/20020704-3.html

### News Focus: Jefferson the Man

1. What document does CNN's Garrick Utley refer to as "an altar of American life"? Who wrote this document? How were some of Jefferson's original words in the Declaration of Independence changed?

How did Jefferson respond during the debate over the Declaration's wording?

2. What was ironic about Jefferson's ability to express himself? What evidence do historians offer to support the claim that Thomas Jefferson was a shy man? Why does Utley think that Jefferson probably could not be elected to the presidency today? Do you agree or disagree with Utley's statement that "Jefferson was indeed a man and president for his time---but not ours"? Explain.

3. Read this quote, written in a letter from Thomas Jefferson to John Adams, to students: "The flames kindled on the Fourth of July, 1776, have spread over too much of the globe to be extinguished by the feeble engines of despotism; on the contrary, they will consume these engines and all who work them." Ask students to draw upon their knowledge of the events of 1776 and the rulers known as despots to analyze what Jefferson is trying to say. Then, point out to students that the ideas Jefferson put into writing in the Declaration have been adopted by other governments throughout the world since the birth of the United States. Have students work in groups to research some of Jefferson's writings and share their findings. Direct students to find examples of Jefferson's ideas adopted by other countries' governments and leaders.

**LINKS:**
http://etext.lib.virginia.edu/jefferson/quotations/
http://www.whitehouse.gov/history/presidents/tj3.html
http://www.pbs.org/jefferson/

**News Focus: Flag Restoration**

1. What is signifcant about the flag that flew over Fort McHenry in 1814? Who wrote "The Star Spangled Banner"? Why are conservators working on the flag that inspired the U.S. National Anthem? What have they discovered as they continue their work?

2. Why do you think the conservators are not using chemicals on this flag? How is technology helping them to restore it? How has the public response to this project changed since September 11? In what way are both the flag and its country "hurt"? How are both being "restored"?

3. Inform students that, after the attack on Pearl Harbor sixty years ago, General George C. Marshall declared, "Before the sun sets on this terrible struggle, our flag will be recognized throughout the world as a symbol of freedom, on the one hand, and of overwhelming power on the other." Generate a class discussion about the increased displays of U.S. flags since the attacks of September 11. Ask: As the U.S. engages in another "terrible struggle," the War on Terrorism, what do you think the flag represents?

**LINKS:**
http://www.cnn.com/US/9905/30/flag.restoration/
http://americanhistory.si.edu/ssb/

**Chronicle: Rockwell Exhibit**

1. Who was Norman Rockwell? Why is he important in both American history and American art history? What type of paintings were his specialty? Why is Rockwell considered the first American "pop artist"? Why was his work criticized by art critics? When did Rockwell die?

2. In the video, CNN correspondent Phil Hirschkorn states that, "A lot of what we see in Rockwell's

paintings are iconic images." What does Hirschkorn mean? If Rockwell were alive today, what iconic images of America and Americans might he paint? Why?

3. Have students find examples of Rockwell's paintings on the Web sites listed below. Ask each student to choose one painting and critique it in terms of subject, color, painting techniques, and attitude. What makes the painting distinctly American? Ask each student to present the painting and his or her critique. Have students compare their findings to see if common traits can be found among the paintings.

**LINKS:**
http://www.guggenheim.org/exhibitions/rockwell/
http://www.nrm.org/
http://www.paonline.com/zaikoski/rockwell.htm
http://www.normanrockwellvt.com/

**Perspectives: A Philadelphia Fourth**

1. Where is the city of Philadelphia located? Why do many tourists visit the city each year, especially around July 4th? Why is Philadelphia sometimes called "the birthplace of freedom"?
2. What thoughts did some of the tourists in the video express as they toured Philadelphia's historic sites? How do these sites enable independence to "take on a tangible meaning" for those who visit them?
3. In what building was independence "born"? What two important events took place in Independence Hall? What story does the U.S. Park Service officer share about George Washington? What does this story tell us about Washington?
4. Refer students back to the flag restoration story in today's News Focus. Ask them what other powerful U.S. symbol they saw in this Philadelphia segment. Generate a class discussion about national symbols such as the U.S. flag and the Liberty Bell: Why do students think these symbols are so important to American history and culture? How do symbols help a people construct their national identity? Can national symbols sometimes divide as well as unite? Discuss.

**LINKS:**
http://www.ushistory.org/libertybell/
http://www.nps.gov/inde/liberty-bell.html
http://www.cr.nps.gov/nr/twhp/wwwlps/lessons/36liberty/36liberty.htm
http://wilstar.com/holidays/july4.htm

**Week in Review: Freedom**

1. According to Bruce Morton, how has September 11 impacted the way Americans think about freedom? How has freedom "been a journey, not a fact"? What specific examples does Morton cite to demonstrate how freedom has evolved throughout U.S. history? How did the people in the video respond to the question "Would you give up some freedom for more safety?" How would you respond to that question?
2. Group students and assign each group a time period between 1798 and the present. Direct groups to their textbooks and other resources to identify examples of when Congress has curtailed civil liberties

to protect national security. Have students research the history and circumstances surrounding these legislative actions. Following each presentation, ask: Did the legislative action achieve its goal? Why or why not? What civil liberties were sacrificed? Was the sacrifice worth the end result?

**LINKS:**
http://www.usdoj.gov/
http://www.aclu.org/
http://civilliberty.about.com/library/weekly/aa091201a.htm
http://www.pbs.org/ktca/liberty/

**Student Bureau: Tom Ridge**

1. Who is Tom Ridge? What position does he hold? What are the responsibilities of this position? Why do you think President George W. Bush appointed Ridge as Director of Homeland Security? What are Ridge's views on education? Do you share these views? Why or why not?

2. Teachers: For more information and an activity on Tom Ridge and his new post, visit the following CNNstudentnews.com Web site: http://fyi.cnn.com/2001/fyi/lesson.plans/09/24/new.position/.

**LINKS:**
http://www.whitehouse.gov/homeland/ridgebio.html
http://www.whitehouse.gov/homeland/

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**EDITOR'S NOTE:**
Fourth of July
freedom
Thomas Jefferson
Norman Rockwell
Philadelphia
Independence Hall
Liberty Bell
Tom Ridge

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# CNN NEWSROOM Guide

**July 08, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:15... 00:15

**TODAY'S NEWS** ... 00:20...00:35

**CNN STUDENT NEWS** ... 00:10...00:45
Today's top stories

**Lead Story: Global AIDS Crisis** ... 06:40...07:25
-The 14th International AIDS Conference convenes in Barcelona, Spain.
-South Africa's highest court rules that HIV-infected pregnant women must be given anti-AIDS drugs.

**In the Headlines** ... 01:15...08:40
Severe weather causes major damage in Texas and Colorado.

**In the Headlines** ... 02:20...11:00
Afghanistan's vice president is assassinated.

**News Focus: Corporate Responsibility** ... 02:50...13:50
Can President Bush restore confidence among investors?

**Chronicle: Central Park Patriots** ... 02:45...16:35
In New York City, immigrants and visitors share their views on America.

**Ask CNN** ... 01:05...17:40
What language has the most words?

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...17:50
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Children's Forum** ... 03:20...21:10
Children are the focus of a U.N. Special Session.

**Culture Report: Child Labor** ... 03:00...24:10
The International Labor Organization makes the eradication of child labor a global cause.

**Student Bureau** ... 01:50...26:00
A young activist dedicates his life to stopping the spread of AIDS in Brazil.

**Where in the World?** ... 01:00...27:00

Answer: Brazil

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

### Lead Story: Global AIDS Crisis

1. Where is the 14th International AIDS Conference taking place? How many people throughout the world have HIV or AIDS? What percentage of newly infected HIV cases live in Africa?

2. What is the status of AIDS in the U.S.? What caused the pre-1998 drop in new AIDS cases in the U.S.? According to Dr. Ronald Valdiserri, why did this encouraging downward trend come to a halt? What American ethnic group has the largest percentage of new heterosexual HIV cases?

3. What factor greatly improves the chance of survival from HIV/AIDS? What HIV/AIDS treatment options are currently available? Unless a dramatic treatment advance occurs, how many people are expected to die from AIDS during the next two decades? According to UNAIDS officials, how much money do poor nations need to treat HIV infection this year?

4. How many South Africans are living with HIV/AIDS? What is Nevirapine? What ruling did South Africa's highest court make regarding the use of Nevirapine for HIV-infected pregnant women? What are the health implications of this ruling? Why has the South African government long opposed providing Nevirapine?

5. Point out to students that, according to recent statistics, between 70,000 to 100,000 babies are born HIV positive in South Africa each year. Dr. Robert Shell, Director of the Population Research Unit at Rhodes University, says that HIV in sub-Saharan Africa is "not an epidemic, but a pandemic. And South Africa is the epicenter." Generate a class discussion to analyze the meaning of this quote. Then divide the class into small groups. Challenge each group to research the severity of the AIDS epidemic in South Africa and its consequences. Have each group write a paper presenting its findings and describing some of the long-term social, political and economic consequences of widespread AIDS in South Africa.

6. Teachers: For more information about HIV/AIDS and its global consequences, go to Riverdeep.net's "The price of AIDS" at:
   http://www.riverdeep.net/current/
   2001/07/071601_aids.jhtml.

**LINKS:**
http://fyi.cnn.com/2002/HEALTH/conditions/07/07/aids.us/index.html
http://cnn.com/2002/WORLD/africa/04/04/safrica.antiaids/index.html
http://www.unaids.org/barcelona/index.html

http://www.cdc.gov/hiv/pubs/facts.htm
http://hivinsite.ucsf.edu/InSite?page=News

**In the Headlines: Afghan Assassination**

1. What position did Haji Abdul Qadir hold in Afghanistan's new government? When and how did he die? How have the people of Afghanistan and the international community responded to Qadir's death? What is the status of the investigation into Qadir's assassination? According to the video, how might Qadir's assassination impact Afghanistan's new regime?

2. Inform students that the assassination of Qadir has raised concerns about instability within Afghanistan. Direct student groups to the links below to learn more about Afghanistan's recent political history and Qadir's role in the formation of Afghanistan's new government. After groups share their findings, point out that U.S. Sen. Bob Graham (D-FL), chairman of the Senate Intelligence Committee, called the assassination "a throwback to the old Afghanistan and a setback to the establishment of the new Afghanistan." Facilitate a discussion in which students explore the meaning and validity of Graham's assertion. Then ask students: What action, if any, should the U.S. and other members of the international community take to help Afghanistan's government maintain stability in the wake of Qadir's assassination? Discuss.

**LINKS:**
http://fyi.cnn.com/2002/WORLD/asiapcf/central/07/07/afghan.assassination/index.html
http://fyi.cnn.com/2002/WORLD/asiapcf/central/02/16/afghan.minister/index.html
http://fyi.cnn.com/SPECIALS/2001/trade.center/afghan.section.html

**News Focus: Corporate Responsibility**

1. What recent business scandals have shaken the confidence of many investors? Why is President George W. Bush addressing Wall Street on Tuesday? Why is it important that investors regain their confidence in the stock market? What evidence suggests that the recent corporate scandals are a partisan issue? Why do you think Democrats are challenging the Bush administration on this issue?

2. Refer student groups to the links below and other resources to learn about the history and impact of the Enron and Worldcom scandals, and how President Bush and Democratic leaders are responding to these scandals. Then, ask each student to assume the role of either Mr. Bush or Senate Majority Leader Tom Daschle (D-SD) and write a speech that reflects the political leader's responses to corporate scandals. After students deliver their speeches to the class, ask: Why are political leaders vying for the public's trust on the corporate scandals issue? Based on your research and the speeches, who do you trust more, the Bush administration or Democratic leaders? Explain.

**LINKS:**
http://cnn.com/2002/ALLPOLITICS/07/07/corporate.finances/index.html
http://money.cnn.com/news/specials/eyes_on_market/
http://www.sec.gov/

**Chronicle: Central Park Patriots**

1. What famous park is featured in the video? Why do people throughout the world visit Central Park? How have the September 11 attacks affected New Yorkers' feelings about partaking in summer pastimes? How do the immigrants and visitors interviewed in the video feel about America?

2. What freedoms are recognized in the U.S.? Why are these freedoms important to individuals and America as a whole? In the video, we hear one man say that "freedom is something that you can't take for granted." What do you think he means? Ask: Have your feelings about freedom changed since September 11? Explain. Do you think young Americans take their freedoms for granted? Discuss.

3. Teachers: For additional discussion questions and activities on Independence Day and the importance of freedom, visit the following CNNstudentnews.com site: http://fyi.cnn.com/2002/fyi/news/07/04/ fourth.july/index.html. Also, check out the July 5, 2002 CNN Student News Guide at: http://turnerlearning.com/newsroom/ archive/0702/NR070502.html.

**LINKS:**
http://www.loc.gov/exhibits/treasures/tr00.html

**Perspectives: Children's Forum**

1. Why is was the 2002 Children's Forum at the United Nations historically significant? How many representatives was each member country permitted to send to this forum? Who is Marjorie Newman-Williams? Do you agree or disagree with her classification of children as "citizens of the world"? Explain. Why do you think some might not accept children as "citizens"? How does a world forum like this one give children the chance to advance their own agenda?

2. Besides being present at the forum, how can children around the world share their concerns with the U.N.? According to the video, what percentage of the world's population is made up of children? Do you think children's issues get the same amount of attention that adults' issues do? Explain. In your opinion, what should the world's youngest citizens do to make sure that they "count"?

3. Ask students to consider what they would say if they could address the United Nations Special Session on Children. Assist students in conducting research to learn more about the issues facing the world's children, especially those issues with which they may not be familiar. Have each student use what he/she has learned to compose a speech to the U.N. General Assembly on children's issues and how they should be addressed. Have students deliver their speeches to the class.

4. Teachers: You and your students may want to visit Riverdeep.net's "State of the World's Children" at: http://www.riverdeep.net/current/ 2001/12/123101t_children.jhtml.

**LINKS:**
http://www.gmfc.org/
http://www.unicef.org/
http://www.un.org/

**Culture Report: Child Labor**

1. Who is Amir? What does he do to contribute to his family's income? How widespread is child labor in the developed and developing world? According to the video, in what kinds of work are child laborers engaged? What does the report by the International Labor Organization (ILO) represent and what information does it provide about child labor? What is the ILO's role in the eradication of child labor?

2. The following statement is made in the video: "Child labor not only undermines the individual development of a child but also robs a society of their contribution to help break a cycle of poverty." What is the meaning of this statement? What are some ways that the "cycle of poverty" can be broken? Discuss.

3. Inform students that one of the ways the ILO has sought to eradicate child labor is with its Global Ratification Campaign. Refer students to http://www.ilo.org/public/english/standards/ipec/index.htm to find out more about this campaign and Convention No. 182. Pose the following questions to guide students' research:
   1. What is the International Programme on the Elimination of Child Labor (IPEC)?
   2. What is Convention No. 182?
   3. What activities are considered the "worst forms" of child labor?
   4. What immediate actions are governments urged to take to fight child labor?
   5. How have children participated in the ILO's campaign?
   6. Which countries have ratified the Convention?
   7. Which countries have not ratified the Convention?

   After students have shared their findings, ask: What strategies would you recommend to the ILO to convince all remaining countries to ratify Convention No. 182? Discuss.

4. Point out to students the major thrusts for combating child labor include:
   - reducing poverty;
   - educating children;
   - providing support services for working children;
   - raising public awareness;
   - legislating and regulating child labor;
   - promoting elimination of abusive child labor through international measures.

   Note that these approaches are not mutually exclusive and are adopted in various combinations in child labor reduction strategies. Then, divide the class into two groups. Assign one group Asia and the other Africa. (According to a World Bank report, Asia and Africa together account for over 90 percent of total child employment.) Have each student select one country from its assigned continent and investigate the country's degree of implementation of the major child labor initiatives identified above. Have each group compile each student's information and prepare a composite of the continent's child labor profile After each group presents its findings, lead a class discussion in response to the following question: Which strategies for combating child labor do you think would have the greatest short-term and long-term impact in Asia and Africa?

**LINKS:**
http://www.ilo.org/
http://www.ilo.org/public/english/standards/decl/publ/reports/report3.htm
http://globalmarch.org/index.html
http://www.nclnet.org/child%20labor/clc2.htm
http://www.worldbank.org/html/extdr/hnp/hddflash/workp/wp_00056.html
http://www.aft.org/international/child/
http://www.natlconsumersleague.org/kidlabur.htm
http://www.unicefusa.org/issues97/jan97/labor.html

**Student Bureau: Brazil AIDS Activist**

1. How many children in Brazil are born with AIDS each year? Who is Yuri Ferrerira? To what cause

has he dedicated his life? According to the U.N., how many people worldwide are infected with HIV? What is the Viva Cazuza Society? How does the program work?

2. Refer students to the links below to learn about the difference between AIDS and HIV, and the impact that the AIDS epidemic has had on the global community. Then ask: Do you believe that you receive sufficient education about HIV and AIDS in your community? Explain. What are the sources of the information? In your opinion, are there any obstacles that keep you from receiving information or cause you to ignore the facts? If so, what are they, and what can you do to overcome these obstacles?

**LINKS:**
http://fyi.cnn.com/SPECIALS/2001/aids/
http://www.unaids.org/
http://www.vivacazuza.org.br/projects.htm

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**EDITOR'S NOTE:**
AIDS
HIV
South Africa
Haji Abdul Qadir
investor confidence
freedom
child labor
Brazil

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# CNN NEWSROOM Guide

**July 09, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:15... 00:15

**TODAY'S NEWS** ... 00:20...00:35

**CNN STUDENT NEWS** ... 00:10...00:45
Today's top stories

**Lead Story: Crisis in Confidence** ... 05:00...05:45
CNN's Maggie Lake looks at corporate credibility in America.

**News Focus: Yucca Mountain** ... 05:10...10:55
Should nuclear waste be stored at Yucca Mountain?

**Chronicle: Sand Trapped** ... 03:30...14:25
Beachgoers should beware of sand holes.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...14:35
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Youth Delegates** ... 05:15...19:50
Delegates to the U.N. Children's Forum have a lot to say.

**Health Report: Teens and Diabetes** ... 01:55...21:45
Type 2 diabetes is reaching epidemic proportions among U.S. teens.

**Student Bureau** ... 04:15...26:00
Emergency service workers ask that house numbers be visible from the street.

**Where in the World?** ... 01:00...27:00
Answer: Nevada

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

## TODAY'S NEWS

### Lead Story: Crisis in Confidence

1. What is WorldCom? Why is the House Financial Services Committee investigating WorldCom? How have WorldCom employees and investors been affected by the company's scandal? Who is Bernard Ebbers? What was his position at WorldCom? What information did he offer in his testimony to the House Financial Services Committee?

2. What do business leaders Kenneth Lay, Bernie Ebbers and Martha Stewart have in common? Why is investor confidence important? Why is investor confidence shaky at this point in time? In the video, we hear that "investors are in a catch-22." What does this mean? What steps is President George W. Bush taking to restore confidence among investors?

3. Teachers: For a CNNstudentnews.com article and activity on this story, go to: http://fyi.cnn.com/2002/fyi/news/07/08/cook.the.books/index.html.

   Also, you can access additional questions and an activity on this topic in the News Focus section of yesterday's CNN Student News Guide: http://turnerlearning.com/newsroom/archive/0702/NR070502.html.

**LINKS:**
http://cnn.com/2002/ALLPOLITICS/07/08/bush.corporate.abuse/index.html
http://money.cnn.com/news/specials/corruption/
http://fyi.cnn.com/2002/US/07/08/ratajczak.cnna/index.html
http://fyi.cnn.com/2002/fyi/news/01/16/backgrounder.enron/index.html

### News Focus: Yucca Mountain

1. What is nuclear waste? How is it generated? How long does it take for nuclear waste to decay to the point where it is no longer toxic? Why is nuclear waste harmful to humans and the environment? Where is it stored? How many Americans live within 75 miles of a nuclear waste storage facility?

2. What is the Yucca Mountain Project (YMP)? According to the scientists in the story, what characteristics of Yucca Mountain make it ideally suitable for depositing nuclear waste? How would the nuclear waste in Yucca Mountain be stored? Why do many people oppose the YMP?

3. In the video, we hear that, "In the battle over Yucca Mountain, public relations is just as important as the science." What does this statement mean? What action is the U.S. government taking to win public support for the YMP?

4. Inform students that they will be participating in a debate to decide whether or not the YMP should become a long-term nuclear waste storage site. Refer students to multimedia resources, including the Web sites below, to learn about radioactive waste and nuclear waste. Divide your class into three groups. Have each group represent either the Nevada citizens who are against the YMP, the U.S. Department of Energy engineers and scientists who are in favor of the YMP, or a congressional committee. Assist the congressional committee group in establishing how it will determine whether or

not the YMP should become a long-term nuclear waste site. Have the congressional committee group hear the other groups' arguments, and then determine its ruling. Following the debate, have the class try to identify why certain aspects of the debate were hotly contested, while others were barely touched upon. Also, discuss whether students think their mock debate was an accurate representation of what might happen in a real debate.

5. Teachers: Visit the following CNNstudentnews.com site for a lesson plan on the risks associated with nuclear waste disposal: http://fyi.cnn.com/2001/fyi/lesson.plans/03/27/nuclear.waste/index.html.

**LINKS:**
http://cnn.com/2002/ALLPOLITICS/06/12/cf.crossfire/index.html
http://cnn.com/2002/ALLPOLITICS/06/14/yucca.quake/index.html
http://www.sierraclub.org/nuclearwaste/
http://www.nei.org/
http://www.rw.doe.gov/homejava/homejava.htm
http://www.ymp.gov/
http://www.history.rochester.edu/class/EZRA/LongTerm.htm
http://www.history.rochester.edu/class/EZRA/

**Chronicle: Sand Trapped**

1. Why can playing in the sand at the beach be dangerous? How much time can a person go without air before irreversible brain damage begins to occur? According to researcher Brad Maron, during the last five years, what percentage of people trapped in sand holes died? What can beachgoers do to protect themselves from sustaining sand hole-related injuries?

2. Inform students that, according to the National Safe Kids Campaign, "unintentional injury remains the leading cause of death among children ages 14 and under in the United States...(and that) one out of every four children...sustains injuries that are serious enough to require medical attention each year." Then, divide your class into nine groups. Refer groups to multimedia resources, including the Web sites below, to develop a safety awareness campaign for kids about the following common childhood injuries:
    1. bicycling
    2. swimming
    3. fire
    4. suffocation
    5. choking
    6. motor vehicle occupant injuries
    7. unintentional firearm injuries
    8. poisoning
    9. falls

   Have groups draw upon their research to create informational posters and brochures on their topics. Display the groups' safety information in your school library.

**LINKS:**
http://www.safekids.org/
http://www.redcross.org/services/hss/sumsafety/
http://fyi.cnn.com/HEALTH/diet.fitness/9906/03/summer.safety/

### Perspectives: Youth Delegates

1. What were some of the countries represented at the U.N. Children's Forum? Why do the delegates to this forum see themselves as "experts"? What are some of the issues on their minds? What causes have many of these young delegates championed?

2. Direct your students to the "ten imperatives" (key issues) before the U.N. Special Session, found at http://www.unicef.org/voy/misc/chforum.html. Ask students, working in groups, to assess the state of their community's children by researching the facts and assigning a letter grade to the community for each of the ten issues. Share groups' findings. Ask students: In what areas is this community doing well in its treatment of children? In what areas could there be improvement? If there were a local children's forum and you were a delegate, which issues would you want to discuss? Why?

**LINKS:**
http://www.un.org/Pubs/CyberSchoolBus/
http://www.gmfc.org/
http://www.unicef.org/
http://www.un.org/

### Health Report: Teens and Diabetes

1. What are the symptoms of type 2 diabetes? By what other name is type 2 diabetes known? Why are so many U.S. teens developing this type of diabetes? Why do many teens have difficulty managing this disease? What long-term health problems are associated with type 2 diabetes? What can teens do to decrease their risks for developing this illness?

2. Inform your students that there are over 16 million people in the U.S. suffering from diabetes. What causes diabetes, and how is the disease treated? Direct students to their texts and other resources to learn about the different types of diabetes and insulin. Have students identify where insulin is produced, and its function in the human body. Share student findings. Invite a medical professional to discuss the different treatments for diabetes, including the most recent findings about diet and exercise.

3. Teachers: The CNNfyi.com lesson plan on diabetes can be found by going to: http://www.cnn.com/2001/fyi/lesson.plans/08/08/diabetes/index.html.

   What recent scientific discoveries may lead to new treatments for diabetes? Your students can learn more about some of these discoveries by checking out the Riverdeep.net site, "New Hope for Diabetics" at: http://www.riverdeep.net/current/2000/07/070500_diabetes.jhtml.

**LINKS:**
http://www.cnn.com/2001/HEALTH/conditions/08/08/diabetes.study/index.html
http://my.webmd.com/condition_center/dia
http://www.jdf.org/
http://www.diabetesnet.com/

### Student Bureau: Emergency Numbers

1. For what types of emergencies do people call 911? Why is it important that all house numbers be easy to view from the street? On average, how much response time do emergency service workers lose when they can't find the number of a home? Are the numbers of the homes in your community clearly marked? If not, what can be done to address this problem?
2. Invite emergency service workers to speak to your class about the scope of their work and the training required to be an EMS worker. Ask the speakers to talk about the challenges they face on the job, and how citizens should respond when contacting emergency services for help.
3. Have students sponsor a public safety campaign about the importance of having clearly visible house numbers. If possible, have your class collaborate with your local EMS organization to develop the campaign. Students can disseminate their information via brochures, radio public service announcements and newspaper articles.

**LINKS:**
http://dir.yahoo.com/Health/Emergency_Services/911_Services/
http://www.911dispatch.com/911_file/history/911history.html
http://www.emsnetwork.org/general_news.htm&e=42
http://www.9-1-1magazine.com

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**EDITOR'S NOTE:**
investor confidence
WorldCom
Yucca Mountain
nuclear waste
sand holes
diabetes
EMS
U.N. Children's Forum

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# CNN NEWSROOM Guide

**July 10, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:15... 00:15

**TODAY'S NEWS** ... 00:15...00:30

**CNN STUDENT NEWS** ... 00:10...00:40
Today's top stories

**Lead Story: Corporate Responsibility** ... 04:35...05:15
-President Bush delivers a speech on corporate responsibility.
-Members of Congress respond to Bush's speech.

**News Focus: Yucca Mountain** ... 07:35...12:50
CNN's John Vause looks at the controversy surrounding the Yucca Mountain Project.

**Chronicle: AIDS Conference** ... 02:35...15:25
A new drug offers hope to HIV-infected Americans.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...15:35
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Say Yes for Youth** ... 05:05...20:40
World leaders meet young people at the U.N. Special Session on Children.

**Business Report: Young CEO** ... 02:15...22:55
Meet a 15-year old who's being called "the next Bill Gates."

**Student Bureau** ... 03:10...26:05
Roller coasters are more popular than ever.

**Where in the World?** ... 01:00...27:05
Answer: United Nations

**CNN NEWSROOM CLOSE** ... 00:55... 28:00

## ----------- CNN NEWSROOM STORIES -----------

## CNN NEWSROOM OPEN

## TODAY'S NEWS

### Lead Story: Corporate Responsibility

1. What recent corporate scandals have affected investor confidence? How has the lack of investor confidence affected the stock market? Why did President George W. Bush address Wall Street yesterday? What actions did Mr. Bush propose to take to root out corporate corruption? What will be the role of the Corporate Fraud Task Force? Why do you think the success of Bush's plan is contingent upon bipartisan support?

2. How did Democratic and Republican leaders respond to Bush's speech? Why is the issue of corporate responsibility so politically charged? Do you think this is a partisan issue? State your rationale.

3. Following the speech, Sen. Chris Dodd (D-CT) claimed that Bush's address was "long on rhetoric and short on details." Refer groups of students to multimedia resources to learn more about the proposals and initiatives outlined in the president's speech, and how detractors and supporters are reacting to his address. Ask students to identify the specific legislation that some political leaders wanted Bush to reference in his speech, and why Bush chose not to reference this legislation. You may want to have students begin their research by reading Sen. John McCain's (R-AZ) editorial "The Free Market Needs New Rules" at http://www.nytimes.com/2002/07/08/opinion/08MCCA.html.

   After students present their findings, ask: What is your opinion of Bush's speech? Do you think it will calm nervous investors? Why or why not? Will his proposals restore the integrity of America's corporate economy? State your rationale. To what extent do you think not referencing specific legislation affected the impact of his address? What changes, if any, would you have made to Bush's speech?

4. Point out that stocks fell sharply in the wake of Bush's remarks. Ask students: Why do you think stocks fell despite Bush's proposal to increase the penalties for executives who defraud investors? In your opinion, what will it take to restore the public's faith in the markets? Discuss.

5. Teachers: For CNNstudentnews.com articles and activities on this topic, go to:
   http://fyi.cnn.com/2002/fyi/news/07/09/bush.speech/index.html

   http://fyi.cnn.com/2002/fyi/news/07/08/cook.the.books/index.html.

   Also, you can access related questions and activities in the CNN Student News Guides for July 8, 2002 and July 9, 2002 at:
   http://turnerlearning.com/newsroom/archive/0702/NR070802.html.

   http://turnerlearning.com/newsroom/archive/0702/NR070902.html.

**LINKS:**

http://fyi.cnn.com/money/2002/07/09/news/bush/index.htm
http://money.cnn.com/2002/07/08/news/confidence_trunk/index.htm
http://money.cnn.com/news/specials/corruption/
http://www.fortune.com/indexw.jhtml?channel=artcol.jhtml&doc_id=208314

**News Focus: Yucca Mountain**

1. What is the Yucca Mountain Project (YMP)? What is the status of this project? Why is the YMP controversial? Why do many residents of Nevada mistrust the U.S. government's position on the YMP?

2. What is nuclear waste? How is it generated? How long does it take for nuclear waste to decay to the point where it is no longer toxic? Why is nuclear waste harmful to humans and the environment? Where is nuclear waste stored? According to those who oppose the YMP: Why does the YMP place the whole nation at risk? What should be done with existing nuclear waste?

3. Some who debate the disposal of nuclear waste argue that this is just as much a political issue as a scientific issue, because it involves the issue of federalism. Have students find a definition for this word and discuss why the U.S. government and state governments are at odds regarding nuclear waste. Nevada's officials have voiced their concerns about using Yucca Mountain as a centralized storage area for radioactive waste, but officials with the U.S. Department of Energy insist that Yucca Mountain would be a safe storage environment. Which do students think should have the final word in this debate, the federal government agency or the state? Discuss the pitfalls of federalism from both perspectives.

4. Teachers: For an article and activity on the Yucca Mountain controversy, go to:
   http://fyi.cnn.com/2002/fyi/news/
   07/09/yucca.mountain/index.html.

   Also, you can access a CNNstudentnews.com lesson plan on the risks associated with nuclear waste disposal at:
   http://fyi.cnn.com/2001/fyi/lesson.plans/
   03/27/nuclear.waste/index.html.

**LINKS:**
http://cnn.com/2002/ALLPOLITICS/07/08/congress.yucca.reut/index.html
http://www.ymp.gov/
http://yuccamountainfacts.org/index.pl
http://www.sierraclub.org/nuclearwaste/
http://www.cen.uiuc.edu/~d-chang/nuce201d.html
http://www.ilsr.org/columns/nukecolumn.html

**Chronicle: AIDS Conference**

1. Where is the 14th International AIDS Conference taking place? What is the goal of this conference? Who is Tommy Thompson? Why did protesters speak out against Thompson during the conference? How did Thompson respond to the protesters?

2. What is an "AIDS cocktail"? What new drug is offering hope to HIV-infected Americans? How does T-20 differ from other HIV drugs? What new class of HIV drugs needs to be developed?

3. What is a vaccine? According to the video, what is the status of an HIV vaccine? Why is it difficult for scientists to develop an HIV vaccine? Refer students to the Web sites below to learn more about the obstacles to developing an HIV vaccine. Have students present their findings. Then, divide the class into groups. Instruct each group of students to select one of the following groups: Activists, scientists, government officials, or corporate leaders. Have each group research its professional group's role in the quest to develop an HIV vaccine. Then, direct students to conduct a summit to discuss how industry, science and governments might pool their resources to promote the speedy development of an HIV vaccine.

4. Teachers: Visit the following CNNstudentnews.com site for a related article and teaching activity: http://fyi.cnn.com/2002/fyi/news/07/08/aids.cases/index.html.

   Also, for more information about HIV/AIDS and its global consequences, go to Riverdeep.net's "The price of AIDS" at: http://www.riverdeep.net/current/2001/07/071601_aids.jhtml.

**LINKS:**
http://fyi.cnn.com/2002/ALLPOLITICS/07/09/thompson.aids.conference/index.html
http://www.cnn.com/SPECIALS/2001/aids/interactive/treatments.research/frameset.exclude.html
http://www.unaids.org/barcelona/index.html
http://www.cdc.gov/hiv/pubs/facts.htm
http://www.avac.org/
http://hivinsite.ucsf.edu/ads/9711/97111310.html

**Perspectives: Say Yes for Youth**

1. Who is Nelson Mandela? Why was he on hand for the closing of the United Nations Children's Forum? What messages did he receive from the young delegates and from young people around the world?

2. When was the U.N. Special Session on Children originally scheduled to take place? Why was this event postponed? According to U.N. Secretary General Kofi Annan, how do the attacks of September 11 underscore the need for this conference? Who were some of the young people who addressed the U.N. Security Council? What messages did they have for the delegates? How does Secretary Annan believe the world should "invest" in its children? In what way are the Children's Forum and the Special Session on Children "catalysts" for action?

3. One of the problems facing the world's youth cited in the video is HIV/AIDS. Your students may want to learn more about HIV/AIDS and its global consequences at Riverdeep.net's "The price of AIDS." Go to: http://www.riverdeep.net/current/2001/07/071601_aids.jhtml.

**LINKS:**
http://www.un.org/News/
http://www.unicef.org/
http://www.unicef.org/crc/crc.htm

**Business Report: Young CEO**

1. Who is Shazad Mohamed? How old is he? How is he like other 15 year olds? How is he different from most? What kind of company did he create? How old was he when he created this web design company? How much revenue does his company now generate? How many employees are on his company's staff?

2. What is a CEO? How do his colleagues describe Mohamed? To whom do many compare him? What is Mohamed's goal? In the video, we learn that Mohamed's company is "about to go public"? What does this mean?

3. Point out to students that almost one year ago, CNN Student News presented a story called "CEO Worship" about the overwhelmingly positive perception many people had about corporate executives. Since August of 2001, much has changed. Lead a class discussion in response to the following questions: What is the current public perception of CEOs? What events and circumstances have shaped this perception? Have students draw upon what their knowledge of the Enron and WorldCom scandals to discuss the reasons why many people think of CEOs differently from the way they did one year ago. Ask: How might a young CEO like Shazad Mohamed help to change that perception? Discuss.

4. Challenge your students to analyze the circumstances and characteristics that shaped the CEOs of the past and present. Divide the class into pairs of students. Have each pair choose one CEO (or "captain of industry" or "robber baron") from America's past, as well as a CEO who has made his/her mark in the business world today, and conduct research to learn more about these two individuals. Direct each pair to present a role-play in which one student takes on the role of the industrialist from the past, offering advice based on his/her experience to his/her modern day counterpart. Have the student who plays the modern-day CEO explain to the other the challenges he/she faces in today's business environment.

**LINKS:**
http://money.cnn.com/
http://www.ceoexpress.com/default.asp

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**EDITOR'S NOTE:**
corporate responsibility
investor confidence
Yucca Mountain
HIV vaccine
T-20
AIDS
roller coasters
United Nations

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# CNN NEWSROOM Guide

**July 11, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:15... 00:15

**TODAY'S NEWS** ... 00:15...00:30

**CNN STUDENT NEWS** ... 00:10...00:40
Today's top stories

**Lead Story: Corporate Responsibility** ... 04:40...05:20
Business leaders and consumers react to Bush's speech.

**In the Headlines** ... 01:00...06:20
The U.S. Senate approves the Yucca Mountain nuclear waste site.

**In the Headlines** ... 02:00...08:20
AIDS continues to drive up the number of orphans worldwide.

**News Focus: Special Education Reform** ... 03:30...11:50
An early intervention program combats the rising costs of special education.

**Chronicle: Car Toys** ... 02:45...14:35
Hi-tech gadgets for cars are big sellers.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...14:45
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: U.N. Young Journalist** ... 04:50...19:35
Young journalists spread the word about the U.N. Special Session on Children.

**Science Report: Animal Dissection** ... 03:00...22:35
A student successfully challenges a Nevada school district's policy on animal dissections

**Student Bureau** ... 03:55...26:30
An innovative program offers opportunities to Beirut's working children.

**Where in the World?** ... 01:00...27:30
Answer: Lebanon

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Corporate Responsibility**

1. Why did President George W. Bush address Wall Street on Tuesday? What did Mr. Bush mean when he said, "There's no capitalism without conscience"? Why is investor confidence important for the health of the stock market? Why do some question whether Bush's speech can restore investor confidence?

2. How did the corporate leaders featured in the video react to Bush's speech? How has the public's perception of corporate America changed in recent years? According to Bush's speech, what role will CEOs have in reforming corporate America? What actions will CEOs be taking as part of the reform process?

3. Lead a class discussion in response to the following questions: What is the current public perception of CEOs? What events and circumstances have shaped this perception? Have students draw upon their knowledge of the Enron and WorldCom scandals to discuss why many people think of CEOs differently from the way they did one year ago.

   Then, challenge your students to analyze the circumstances and characteristics that shaped the CEOs of the past and present. Divide the class into pairs of students. Have each pair choose one CEO (or "captain of industry" or "robber baron") from America's past, as well as a CEO who has made his/her mark in the business world today, and conduct research to learn more about these two individuals. Direct each pair to present a role-play in which one student takes on the role of the industrialist from the past, offering advice based on his/her experience to his/her modern day counterpart. Have the student who plays the modern-day CEO explain to the other the challenges he/she faces in today's business environment.

4. How did the consumers featured in the second segment react to Bush's speech? Why are some reluctant to invest in the stock market? According to Gene Buckerfield of Charles Schwab, what actions will bolster investor confidence?

5. Point out to students that stocks fell sharply in the wake of Bush's remarks and continue to hover at multiyear lows. Ask students: Why do you think stocks fell despite Bush's proposal to increase the penalties for executives who defraud investors? In your opinion, what will it take to restore the public's faith in the market? Discuss.

6. Teachers: For CNNstudentnews.com articles and activities related to corporate responsibility and Bush's speech, go to:
   http://fyi.cnn.com/2002/fyi/news/
   07/09/bush.speech/index.html

   http://fyi.cnn.com/2002/fyi/news/

07/08/cook.the.books/index.html.

Also, you can access related questions and activities in the CNN Student News Guides for July 8, 2002, July 9, 2002 and July 10, 2002 at:
http://turnerlearning.com/newsroom/
archive/0702/NR070802.html.

http://turnerlearning.com/newsroom/
archive/0702/NR070902.html.

http://turnerlearning.com/newsroom/
archive/0702/NR071002.html.

**LINKS:**
http://fyi.cnn.com/money/2002/07/09/news/bush/index.htm
http://money.cnn.com/2002/07/08/news/confidence_trunk/index.htm
http://money.cnn.com/news/specials/corruption/
http://www.fortune.com/indexw.jhtml?channel=artcol.jhtml&doc_id=208314

**In the Headlines: Yucca Mountain**

1. What is the Yucca Mountain Project (YMP)? Why is this project controversial? What decision did the U.S. Senate recently make regarding the YMP? How much is the YMP expected to cost? When will the storage facility become operational?

2. Teachers: For a CNNstudentnews.com article and activity on the Yucca Mountain controversy, go to:
   http://fyi.cnn.com/2002/fyi/news/
   07/09/yucca.mountain/index.html.

   Also, for discussion questions and activities on this topic, check out the CNN Student News Guides for July 9, 2002 and July 10, 2002 at:
   http://turnerlearning.com/newsroom/
   archive/0702/NR070902.html.

   http://turnerlearning.com/newsroom/
   archive/0702/NR071002.html.

   And for a CNNstudentnews.com lesson plan on the risks associated with nuclear waste disposal go to:

   http://fyi.cnn.com/2001/fyi/lesson.plans/
   03/27/nuclear.waste/index.html.

**LINKS:**
http://fyi.cnn.com/2002/ALLPOLITICS/07/09/yucca.mountain.ap/index.html
http://fyi.cnn.com/2002/ALLPOLITICS/07/10/yucca.mountain.ap/index.html
http://www.ymp.gov/

**In the Headlines: AIDS Orphans**

1. What is an "AIDS orphan"? By 2010, how many of the world's children will have lost one or both

parents to AIDS? What percentage of Africa's children will be orphans by the year 2010? How does becomig an AIDS orphan impact a child's development? What social stigma is associated with AIDS? According to experts, what needs to be done to address the AIDS orphan crisis?

2. Teachers: Here are related CNNstudent.com resources:
   "AIDS - 20 years later" lesson plan:
   http://fyi.cnn.com/2001/fyi/lesson.plans/05/30/aids/index.html.

   "South Africa AIDS Epidemic" lesson plan:
   http://fyi.cnn.com/2000/fyi/teacher.resources/lesson.plans/08/17/aids.haven/.

   "AIDS in Africa" backgrounder:
   http://fyi.cnn.com/fyi/backgrounders/aids.africa/stories/overview/.

   Also, for more information about HIV/AIDS and its global consequences, go to Riverdeep.net's "The price of AIDS" at:
   http://www.riverdeep.net/current/2001/07/071601_aids.jhtml.

**LINKS:**
http://www.unaids.org/barcelona/index.html
http://www.cdc.gov/hiv/pubs/facts.htm

**News Focus: Special Education Reform**

1. What is the Individuals with Disabilities Education Act (IDEA)? When was it enacted? According to the video, why has the growth of IDEA caused problems in Greenwich, Connecticut? What percentage of Greenwich's students were recently identified as "handicapped" under the IDEA statute? What type of early intervention program has the Greenwich School District implemented to ameliorate its problems related to the rising cost of special education?

2. Teachers: For a CNNstudentnews.com article and an activity on this news story, go to:
   http://fyi.cnn.com/2002/fyi/news/07/10/special.education/index.html.

**LINKS:**
http://www.ideapractices.org/
http://fyi.cnn.com/2001/fyi/teachers.ednews/10/04/spec.ed.ap/index.html
http://fyi.cnn.com/2001/fyi/teachers.ednews/07/09/special.education/index.html
http://www.ncpa.org/pi/edu/pd032699a.html

**Chronicle: Car Toys**

1. Why are more American vacationers traveling by car this summer? What type of car-related high-tech gadgets are featured in the video? Which of these devices would you want installed in your car? Why?

2. According to industry insiders, what percentage of all cars in the next five years will be filled with high-tech gadgets? Why do you think there is such a big demand for these products? What is the potential downside of having so many electronic gizmos in new cars?

3. Why does Dawn Brooks like having a theater system in her car? How has her children's behavior changed during car rides as a result of the theater system? What is your opinion of in-car TVs? Are there any drawbacks to using them?

4. Ask students: How do you pass the time on long car trips? Group students. Challenge each group to create a list of fun activities that kids and families can do to entertain themselves during car trips. Compile the different lists into a booklet. Distribute copies of the booklet to students at your school.

**Perspectives: U.N. Young Journalist**

1. What landmark conference took place last May at the United Nations headquarters in New York? What role are young journalists playing at this conference? What did young delegates do to spread the word about the session?

2. What is meant by the term "free press"? How do the young journalists covering the special session feel about the need for a free press? Why do you think they believe it's important? What did the young journalists learn about the United Nations as they covered the special session?

3. Point out to students that freedom of the press has been a vital part of the American political system since its earliest days. Ask students what impact a free press has on their lives, and how it might impact the welfare of children around the world. Share this quote by Thomas Jefferson: "...Were it left to me to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate to prefer the latter." Ask: What do you think Jefferson meant? Do you think most of the young journalists in the video would agree or disagree with him? Why?

**LINKS:**
http://www.unicef.org/young/
http://www.un.org/News/
http://www.law.cornell.edu/constitution/constitution.billofrights.html

**Science Report: Animal Dissection**

1. Who is Laurie Wolff? Why did she challenge the Clark County School District's policy on animal dissections? Why do some science teachers believe it is important to teach animal dissection? What are some alternatives to animal dissection? How did Wolff's challenge influence the Clark County School District's policy on animal dissections?

2. What is "bioethics"? Inform students that according to the Library Think Quest Web site: "Bioethics is the compound word with "bios" which represent life or something concerning life with "ethikos" which represent ethics or mores. … Bioethics purports to deal with the ethical and value issues that have been brought about by the rapid developments of science, technology, and biomedicine." Then, refer student groups to the Web sites below and other resources to learn about the scientific implications and bioethical considerations of animal dissection. Next, direct each group to create two charts: one labeled "scientific implications" and the other "bioethical concerns." Have groups categorize their findings and share their charts with the class. Then ask: Based on your research and

class discussion, do you support the practice of animal dissection? Why or why not?

3. Help students brainstorm a list of scientific procedures that might raise bioethical concerns, such as cloning and stem cell research. Then, pair students. Direct each pair to select one of the scientific procedures and identify the bioethical considerations and scientific implications associated with the procedure. Have students deliver formal presentations of their findings to the class. Then, ask: Which components of these scientific procedures are controversial? Why?

**LINKS:**
http://library.thinkquest.org/29322/english/definition_n_general_info/bioethics-e.html
http://bioethics.net/
http://www.med.upenn.edu/bioethic/
http://george.lbl.gov/ITG.hm.pg.docs/dissect/info.html
http://www.humancloning.org/
http://www.nih.gov/news/stemcell/

**Student Bureau: Child Labor**

1. How many children in Lebanon are forced to go to work instead of school? How many of these working children are illiterate? What program did the Lebanese government and UNICEF create in 1997 to help Lebanon's working children? What type of training do these children receive? What are some of the problems associated with this program?

2. What do your students know about child labor? Test their knowledge by having them take the UNICEF child labor quiz at the second Web site below. Generate a class discussion about child labor and its physical and mental impact on the children who are forced to work. Ask students: How would you describe educational opportunities for children in countries where child labor is a problem? How would the global society and economy be affected if the future generation of children were to grow up without proper access to education?

**LINKS:**
http://www.unicef.org/lebanon/stop.htm
http://www.unicef.org/voy/cgi-bin/zquiz.cgi?quiz=work&lang=en

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**EDITOR'S NOTE:**
corporate responsibility
investor confidence
nuclear waste
Yucca Mountain
AIDS orphans
special education
free press
child labor

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# CNN NEWSROOM Guide

**July 12, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:15... 00:15

**TODAY'S NEWS** ... 00:15...00:30

**CNN STUDENT NEWS** ... 00:10...00:40
Today's top stories

**Lead Story: AIDS Conference** ... 04:50...05:30
-An Indian family struggles to live with AIDS.
-Many people in developing nations cannot afford HIV/AIDS drugs.

**News Focus: Stock Market** ... 04:55...10:25
-Not since the 1970s has there been such a downturn in the stock market.
-Business experts call for reforms within corporate America.

**Chronicle: Capital of Photography** ... 02:55...13:20
A street photography exhibit depicts the exhilaration of New York City.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...13:30
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: U.N. Session on Children** ... 03:15...16:45
Delegates to the U.N. Special Session on Children declare it a success.

**Week in Review: Corporate Responsibility** ... 06:00...22:45
-President Bush's efforts to reform corporate America get mixed reviews.
-Mr. Bush isn't the first U.S. president to target captains of industry.

**Student Bureau** ... 03:00...25:45
Tourists bypass beaches to see the slums of Rio de Janeiro.

**Where in the World?** ... 01:00...26:45
Answer: Wall Street

**CNN NEWSROOM CLOSE** ... 01:15... 28:00

## ----------- CNN NEWSROOM STORIES ------------

## CNN NEWSROOM OPEN

## TODAY'S NEWS

### Lead Story: AIDS Conference

1. How many people throughout the world are infected with the AIDS virus? In what region of the world is the disease spreading the fastest? What is the status of AIDS in China?

2. In what country does the Kumar family live? How has AIDS affected the lives of this family? How and why are HIV patients discriminated against in India? According to K.K. Abraham, what "big problem" do Indian's living with HIV/AIDS face?

3. What new drug is offering hope to those living with the AIDS virus? What is the status of an HIV vaccine? Why are so many people in developing nations unable to receive HIV/AIDS medications? How much does it cost to develop an HIV/AIDS drug? Why does it cost so much? According to the World Health Organization, how much money is needed annually to fight AIDS? What can be done to make HIV/AIDS medications available to developing nations?

4. Teachers: Here are related CNNstudentnews.com resources:
   "Examine the spread of AIDS in Africa and AIDS campaigns" article and teaching activity:
   http://fyi.cnn.com/2002/fyi/lesson.plans/
   07/11/aids.africa/.

   "AIDS - 20 years later" lesson plan:
   http://fyi.cnn.com/2001/fyi/lesson.plans/
   05/30/aids/index.html.

   "South Africa AIDS Epidemic" lesson plan:
   http://fyi.cnn.com/2000/fyi/teacher.resources/
   lesson.plans/08/17/aids.haven/.

   "AIDS in Africa" backgrounder:
   http://fyi.cnn.com/fyi/backgrounders/
   aids.africa/stories/overview/.

   Also, for more information about HIV/AIDS and its global consequences, go to Riverdeep.net's "The price of AIDS" at:
   http://www.riverdeep.net/current/
   2001/07/071601_aids.jhtml.

**LINKS:**
http://www.unaids.org/barcelona/index.html
http://www.cdc.gov/hiv/pubs/facts.htm
http://hivatis.org/atisinfo.html

### News Focus: Stock Market

1. According to the video, how did the terms "bull" and "bear" come to be associated with Wall Street? How would you define the terms "bull market" and "bear market"? What kind of market currently reigns on Wall Street? Why?

2. How does today's market compare to the markets of past decades? Why do many analysts say now is not the time to buy stocks? What is the status of the market in London? What does the increase in London's trading volumes indicate? Why are analysts worried that the U.S. market is performing poorly despite low inflation, low interest rates and positive economic activity?

3. How were soem business executives able to make millions of dollars while their companies were running into trouble? According to Treasury Secretary Paul O'Neil and former CEO Pete Peterson, how can the U.S. government and business leaders keep this problem from recurring? What can shareholders do to address the problem?

4. Inform students that other free market economies are based on the American model. Then, have groups of students examine other free market economies and identify the elements that these economies have in common with the U.S. economy (such as individual investment in the stock market). After groups share their findings, have students discuss why there has been such a ripple effect from the recent corporate scandals and the resulting decline in the U.S. market.

**LINKS:**
http://money.cnn.com/
http://money.cnn.com/news/specials/corruption/
http://www.voanews.com/article.cfm?objectID=211397CB-E5F9-4085-B33B198C8A3096C0&title=Are%

**Chronicle: Capital of Photography**

1. What is the subject of the photography exhibit featured in the video? Where is the exhibit being held? What do the exhibited photos reveal about New York City and the city's Jewish culture? Why is this exhibit considered a form of social activism?

2. What is "street photography"? How does it differ from other forms of photography? Inform students that in their book, "From Bystander: A History of Street Photography," Colin Westerbeck and Joel Meyerowitz state that:

   "Street photographs have an imaginative life all their own, one that sometimes seems quite independent of whatever intentions the photographer might have had. ...The street as it is defined here might be a crowded boulevard or a country lane, a park in the city or a boardwalk at the beach, a lively cafe or a deserted hallway in a tenement, or even a subway car or the lobby of a theater. It is any public place where a photographer could take pictures of subjects who were unknown to him."

   After you have shared this information, refer students to the last two links below to learn more about street photography techniques. Next, challenge groups of students to use street photography techniques to create photo essays about topics related to their community. Have each group select a topic. Then, have one student in each group supply a camera and have students take turns taking the photographs. When the pictures are ready, have each group prepare a creative display poster on which to place the photographs and take turns presenting the posters. As a class, discuss the evolution of the creative process, whether the photos produced the desired effect, and if their experience makes them better able to appreciate the Capital of Photography exhibit.

**LINKS:**
http://www.jewishmuseum.org/
http://www.jewishmuseum.org/Pages/Exhibitions/Special_Exhibits/newyork/newyork.html
http://www.photo.net/photo/street-photography
http://www.streetshoot.com/

**Perspectives: U.N. Session on Children**

1. Who is Abigail Fabrigas? What is one epidemic problem among the children of her country? What are some other problems the world's children face, as cited in the video? Who headed the U.S. delegation to the U.N. Special Session on Children? What did Secretary of Health and Human Services Tommy Thompson have to say to the delegates? Why do you think it was difficult for the delegates to arrive at a consensus on the issue of abortion? What other issues do you think were probably difficult for the delegates to agree upon?

2. How did the delegates interviewed in the video rate this special session? Why do you think they declared it a success? At the end of this report, we hear CNN's Mike McManus say, "Whether they voiced a concern, an opinion, or just a thought, the bottom line, said one, 'the world was listening.'" Do you think the world was listening to these young delegates? Explain. How might one determine whether or not this statement is accurate?

3. Inform students that on the last day of the conference, representatives from 180 nations adopted the conference outcome document, "A World Fit for Children." Direct students to the last Web site below for the text of that document. After students have read and discussed the document, divide the class into small groups. Have each group choose one nation and conduct research to formulate an action plan to implement the document's goals as agreed upon by the young delegates. Have each group present its action plan and discuss the challenges that plan could face, as well as the benefits the country could derive from the plan's implementation.

**LINKS:**
http://www.unicef.org
http://www.unicef.org/specialsession/press/02pr28outcome.htm
http://www.unicef.org/specialsession/press/outcomegoals.htm

**Week in Review: Corporate Responsibility**

1. Why did President George W. Bush address Wall Street this week? What actions did Mr. Bush propose to take to root out corporate corruption? How did Democrats and Republicans react to his address? Why is the issue of corporate responsibility so politically charged? To what extent is the success of Bush's plan contingent upon bipartisan support?

2. What is the status of the stock market? Why do you think stocks fell despite Bush's proposal to increase the penalties for executives who defraud investors?

3. What correlation does CNN's Jeff Greenfield make between the business leaders from America's past and U.S. business leaders of today? What other U.S. presidents have targeted captains of industry? How has the public's perception of corporate America changed during the last two years? Why have many of today's wealthy business leaders become political targets? What evidence suggests that corporate responsibility is a partisan issue? Discuss.

4. Teachers: For CNNstudentnews.com articles and activities related to corporate responsibility and Bush's speech, go to:
   http://fyi.cnn.com/2002/fyi/news/07/09/bush.speech/index.html

   http://fyi.cnn.com/2002/fyi/news/07/08/cook.the.books/index.html.

   Also, you can access related questions and activities in the CNN Student News Guides for July 8, 2002, July 9, 2002, July 10, 2002 and July 11, 2002 at:
   http://turnerlearning.com/newsroom/archive/0702/NR070802.html.

   http://turnerlearning.com/newsroom/archive/0702/NR070902.html.

   http://turnerlearning.com/newsroom/archive/0702/NR071002.html.

   http://turnerlearning.com/newsroom/archive/0702/NR071102.html.

**LINKS:**
http://fyi.cnn.com/money/2002/07/09/news/bush/index.htm
http://money.cnn.com/2002/07/08/news/confidence_trunk/index.htm
http://money.cnn.com/news/specials/corruption/
http://www.fortune.com/indexw.jhtml?channel=artcol.jhtml&doc_id=208314

**Student Bureau: Slum Tours**

1. Locate Rio de Janeiro on a map of South America. For what attractions is Rio known? What is a "favela"? How many favelas (slums) exist in Rio de Janeiro? What is the name of Rio's largest slum? Why do some international visitors want to tour Rocinha?

2. If any of your students have traveled to other countries, ask them to share their experiences. Ask students: What was it like to visit another country? How did the new culture compare to yours? Did your travels change your perspective on how you live, or how you view other cultures? Explain. Do you think it's important for people to visit other cultures and experience different socioeconomic lifestyles? Discuss.

3. Refer students to multimedia resources to learn why so many Brazilians are living in poverty. Have students identify both the economic and political factors that have contributed to this social problem. Have students share their findings. Then, point out that in the late 1990s Brazilian authorities established the Rocinha Tourist Development project to encourage tourism in Rocinha. What are the pros and cons of this venture? Refer students to the links below and other resources to learn about the history, impact, and problems associated with establishing tourism in Rocinha. After students share their information, ask: What economic opportunities has tourism created in Rocinha? Do you think the tourism project will improve the lives of Rocinha's residents? Explain.

**LINKS:**

- http://cnn.com/2001/WORLD/americas/08/11/brazil.slum/index.html
- http://www.cnn.com/WORLD/9603/brazil_slums/index.html
- http://www.brazilianist.com/14summer00/14slum.html
- http://www.odci.gov/cia/publications/factbook/index.html
- http://www.worldbank.org/poverty/data/trends/traps.htm
- http://www.worldbank.org/html/pic/cas/cpin29.htm

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**EDITOR'S NOTE:**

AIDS/HIV
stigma
stock market
corporate responsibility
street photography
favela
Rio de Janeiro
Wall Street

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# CNN NEWSROOM Guide

**July 15, 2002**

## -------------- PROGRAM RUNDOWN -------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Corporate Responsibility** ... 05:30...06:00
-SEC Chairman Harvey Pitt says he will not step down.
-An investment club for retirees watches the market with concern.

**In the Headlines** ... 03:15...09:15
Two world leaders challenge their counterparts to address the AIDS pandemic.

**News Focus: Fat Chance: Part I** ... 06:20...15:35
CNN's Elizabeth Cohen looks at the epidemic of obesity.

**Chronicle: Salt Pond Sale** ... 02:45...18:20
Environmentalists praise a deal that will result in the largest wetlands restoration on the West Coast.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...18:30
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Bubble Tea** ... 02:30...21:00
Asian tapioca milk tea is the latest food craze to hit the U.S.

**Culture Report: "Windtalkers"** ... 02:20...23:20
Native Americans played an important role in WWII.

**Student Bureau** ... 03:00...26:20
More U.S. teens are playing in jazz bands.

**Where in the World?** ... 01:00...27:20
Answer: Spain

**CNN NEWSROOM CLOSE** ... 00:40... 28:00

## ----------- CNN NEWSROOM STORIES ------------

**CNN NEWSROOM OPEN**

**TODAY'S NEWS**

**Lead Story: Corporate Responsibility**

1. Of what government agency is Harvey Pitt the chairman? What circumstances have prompted some to call for his resignation? How is he responding to these calls? What charges are some Democrats leveling against President Bush? Why is Pitt refusing to publicize the SEC files from 1990? Who else is the target of Democrats' suspicions? Why? Why do you think the Democrats have seized the issue of corporate responsibility?

2. Who are the members of the Quibble and Nibble Investment Club? How has the group's stock portfolio performed over the past two months? Why are these losses especially hard on this stock club's members? What actions do the club members make at their meetings? Why do you think "there's not much appetite" for buying stock among the members?

3. At the end of the story about the investment club, we hear, "Whether it's 100 shares or 1000 shares, the strategy is to buy low and sell high." What do you think this means? Why is "buying low" and "selling high" so important to investors? How might the current investment climate make it difficult to tell what a stock's high and low points are?

4. Use this opportunity to introduce students to the Securities and Exchange Commission and its role in protecting investors. Have students consult the SEC Web site below and learn about the commission's function and authority. Share students' findings. Discuss the reasons why the federal government has a role in policing investment. Do students consider this counter to or supportive of free market principles? Discuss.

**LINKS:**
http://fyi.cnn.com/2002/ALLPOLITICS/07/14/harvey.pitt/index.html
http://www.sec.gov/
http://www.commoncause.org/

**In the Headlines: AIDS Conference**

1. Of what country was Nelson Mandela president? What health crisis is gripping this country? What conference did Mr. Mandela recently address? What former U.S. president also addressed the AIDS Conference? What message did these two leaders bring to the world leaders there?

2. Compare the number of HIV-infected people who were treated with the number that died last year in the U.S. and Africa. Why is there such disparity between these numbers? According to the United Nations, how much money will it take each year to provide lifesaving medicines to developing countries? Who does former President Clinton believe should carry the burden of this cost? Why? Explain how AIDS in developing countries could create global security issues.

3. What are the long-term consequences of the AIDS pandemic? Divide the class into small groups. Have each group research possible long-term economic, political and social consequences of the

global spread of AIDS. Direct groups to note their findings in visual form, such as in flow charts. Have each group present its information. Ask students: What's at stake for the nations of the world if AIDS is allowed to spread, unchecked? Do you think the international community should step up its fight against AIDS? If so, how?

**LINKS:**
http://www.who.int/HIV_AIDS/
http://www.aegis.com/
http://www.aids.org/index.html
http://www.cnn.com/SPECIALS/2000/aids/
http://allafrica.com/aids/
http://www.avert.org/aidsinafrica.htm

**News Focus: Fat Chance: Part I**

1. What is obesity? According to the video, what percentage of Americans is obese? To what health problems can obesity contribute? Why weren't prehistoric people obese? According to Dr. Jim Hill, how does human physiology work against us when we try to diet?

2. What are some reasons why it is so hard to keep weight off? How did the daily physical activity of the caveman compare to that of most modern Americans? Why do you think CNN's Elizabeth Cohen calls herself "a sloth"? What modern conveniences are contributing to American obesity? What does Dr. Hill mean when he says, "The epidemic of obesity is a byproduct of our success as a society"? How has modern society actually prevented humans from being active when they want to be?

3. Who is Karen Brown? Why is she one of Dr. Hill's success stories? How much did she once weigh? What does she weigh now? What was Robert Romaniello's highest weight? How much weight did he lose? How would you describe Karen's and Robert's eating habits before they lost weight? Do you eat any of these kinds of foods? Are there any substitutions you could make that would be better choices? Explain.

4. Challenge students to conduct research to learn more about the likely diet and activities of prehistoric humans. What did our ancestors eat? How often did they eat? What kinds of activities were part of their daily lives? In class discussion, have students compare their information to their own daily food intake and activity. What diseases and conditions would be less common if we ate and engaged in physical activity like prehistoric humans did?

5. Teachers: For related stories and activities, check out these two sites from Riverdeep.net:
   "Smart Food": http://www.riverdeep.net/current/2000/09/090500_lunches.jhtml
   and
   "You Are What You Eat": http://www.riverdeep.net/current/2000/06/front.060600.heartdisease.jhtml.

**LINKS:**
http://www.olen.com/food/
http://www.caloriecontrol.org/
http://www.eatright.org/
http://abcnews.go.com/sections/living/DailyNews/prehistoricdiet010612.html

**Chronicle: Salt Pond Sale**

1. Where are the Cargill salt ponds located? For how long has salt been harvested from these ponds? What deal did Cargill make with the State of California and the U.S. federal government regarding the sale of its salt ponds? Why are environmentalists praising this deal? How long will the restoration of the wetlands take? Why?

2. Inform students that the San Francisco Bay campaign has been compared to the efforts to protect wetlands in Chesapeake Bay, the Everglades and coastal Louisiana. Refer students to the links below to learn more about the importance of wetlands and the Coastal Wetlands Planning, Protection and Restoration Act of 1990. Then, group students. Direct groups to prepare presentations about different wetland restoration or preservation initiatives in the U.S. Have groups present their findings and discuss the extent to which federal laws have aided in these wetland conservation initiatives.

**LINKS:**
http://www.sfbayjv.org/saltpondnews.html
http://www.nwrc.nbs.gov/
http://www.refugenet.org/
http://www.lacoast.gov/links.htm#national
http://www.fws.gov/cep/cwgcover.html

**Perspectives: Bubble Tea**

1. What is bubble tea? Where did the bubble tea craze originate? What flavors are most popular worldwide? What is tapioca? From what root does it originate?

2. Divide the class into groups and instruct each group to come up with a list of foods that have been "fads" in the U.S. or in other countries. Ask students: Did you participate in these food fads? Why or why not? What makes something "faddish"? Do all fads fade away or do some become so popular that they become accepted parts of the culture? Ask students to pick a current food fad and hypothesize its future. Is it just a fad or is here to stay? Discuss.

3. Direct students to the links below and other resources to learn more about tapioca and the cassava root. By what other names is the cassava root known? Where does it grow? Inform students that scientists are currently researching the health benefits of the cassava root and its possible use as a cancer-fighting agent. Have students investigate the current state of this research and share their findings with the class.

**LINKS:**
http://www.cnn.com/2000/FOOD/news/11/27/bubble.tea.ap/
http://coffeetea.about.com/library/weekly/aa052901a.htm
http://www.botgard.ucla.edu/html/botanytextbooks/economicbotany/Manihot/
http://news.bbc.co.uk/hi/english/health/newsid_317000/317467.stm
http://www.cancer.org/eprise/main/docroot/ETO/content/ETO_5_3X_Cassava?sitearea=ETO

**Culture Report: "Windtalkers"**

1. Who is John Woo? Who are the "windtalkers" in his new film by the same name? How does the focus of the film pay homage to Native Americans? How does "Windtalkers" represent a departure from Woo's usual style of and approach to directing? How is the realism of a documentary captured in the action sequences in the film? Who is Roger Willie? Why does acting in this film have particular personal significance for him?

2. Ask students: Why does Woo hope "moviegoers (will) take more from the film"? What is the theme of the film? If students haven't seen "Windtalkers," have them read the reviews (the first two Web sites below) and recall other war movies such as "Black Hawk Down" and "We Were Soldiers" to discuss how movies depict that "war is no good for anyone, only friendship is forever."

3. Have students look through history textbooks, encyclopedias and other print resources to see if they can find information about the code talkers.
    - If possible, make available some older versions of history textbooks (even those published back in the 1950s).
    - During their research, ask students to note any lesser-known facts about WWII (such as the significant roles played by women or minorities) and write the copyright date of the books from which they find this information.
    - Have students present their findings and the sources of their findings. Chances are that they will not find anything about the code talkers, and that any little known information will probably be found only in the most recently published sources.

   Challenge students to analyze their research findings to determine what they reveal about the content selection for textbooks and encyclopedias. Then, have students write letters to the publishers of one of the texts of their choice, either congratulating them for their content selections or recommending and explaining to them why they should include information on the code talkers and other less-recognized heroes of history.

4. What makes a hero? Are all heroes famous or recognized? Ask students to list qualities of a hero and explain how the code talkers fit into this category. Also ask them to think about and list other groups or individuals who are unrecognized heroes. Ask: Why do you think that some receive recognition, while others do not?

5. Students can go to the Navajo Code Talkers' Dictionary at http://www.history.navy.mil/faqs/faq61-4.htm to discover some of the Navajo words that were used to refer to countries, military ranks, etc. Ask them to choose ten words and explain why they think the particular Navajo words were chosen to refer to the English words.

6. Teachers: Visit the following CNNstudentnews.com site for a related story and educational materials: http://www.cnn.com/2001/fyi/lesson.plans/07/26/code.talkers/index.html.

**LINKS:**
http://www.imdb.com/Title?Windtalkers
http://www.screenwritersutopia.com/script_reviews/windtalkers.htm
http://www.mgm.com/windtalkers/html/
http://www.history.navy.mil/faqs/faq61-1.htm

**Student Bureau: High School Jazz**

1. Why are more American high school students playing in jazz bands? Who are some of the jazz stars mentioned in the video? How does jazz help students to learn about themselves?

2. If your students are familiar with jazz, ask them to share their opinions on this music. Who are some of their favorite performers? Point out that, in the video, we hear student Gregory Frierson assert that "jazz is timeless." Ask students: What does Frierson mean? Do you agree? What other types of music

might be considered timeless? Explain.

3. Ask: What do you think student Sean Michael meant when he said that jazz "gives you a background in history"? Use this opportunity to have students research the history of jazz, from its roots in the African-American slavery experience, through the early days of ragtime, and through swing, bop, and progressive jazz. After students share their findings, group students and assign each group one of these jazz eras. Instruct each group to research the key historical events that occurred in the U.S. during its assigned era. Have groups prepare timelines that depict their findings. Have groups present their timelines and discuss the extent to which the jazz reflects the history and culture of the era in which it was written.

**LINKS:**
http://www.jass.com/
http://www.redhotjazz.com/
http://www.allaboutjazz.com/timeline.htm

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**EDITOR'S NOTE:**
Harvey Pitt
Securities and Exchange Commission
investment club
AIDS
obesity
salt pond
Navajo
jazz

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# CNN NEWSROOM Guide

**July 16, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Global Slowdown** ... 02:50...03:20
Wall Street's woes are causing global market jitters.

**In the Headlines** ... 05:20...08:40
-John Walker Lindh pleads guilty to aiding the Taliban.
-Four men are convicted in the killing of journalist Daniel Pearl.

**News Focus: Fat Chance: Part II** ... 09:00...17:40
When it comes to weight maintenance, there's no quick fix.

**Chronicle: Food Police** ... 02:10...19:50
CNN's Bill Schneider examines the government's role in regulating eating habits.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...20:00
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Broccoli Brew** ... 02:00...22:00
A new tea has all the antioxidant protection of broccoli, but without any of the taste.

**Health Report: Healthy Salads** ... 02:40...24:40
Salad bars may offer healthy food, but beware of hidden fat.

**Student Bureau** ... 01:50...26:30
Many people are losing weight on diet plans like Weight Watchers.

**Where in the World?** ... 01:00...27:30
Answer: Pakistan

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ---------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Global Slowdown**

1. How did Wall Street's Monday sell-off affect European stock markets? Although the U.S. economy appears to be recovering, what recent economic events have "eroded confidence in the U.S. market"? Why is international confidence in the U.S. market vital to the health of the global economy?

2. According to Clark Winter of Citigroup, how is unsettling economic news affecting those in decision-making positions? What do you think he means by "decision paralysis"? Why might this "paralysis" be dangerous for recovering economies?

3. Point out to students that the story refers to "the fear of the negative impact of the wealth effect" as one factor impacting world stock markets. Direct students to conduct research to learn more about "the wealth effect" and share their findings. Ask: What conditions created the current wealth effect? How does the wealth effect impact consumer spending and GDP (gross domestic product)? How might a negative wealth effect impact personal investment and, ultimately, the national economy? Discuss.

**LINKS:**
http://money.cnn.com/news/specials/eyes_on_market/
http://www.speculative-investor.com/glossary.htm
http://soundmoney.org/columns/chris991023.htm

**In the Headlines: Walker Lindh Plea/Pearl Trial Verdict**

1. Who is John Walker Lindh? What legal charges have been brought against him? To which two charges did Walker Lindh plead guilty? Why did he plead guilty to these charges? What possible sentence does he now face?

2. Why are the prosecutors in this case declaring victory? Why did defense attorneys face an uphill battle in this case? What was the mood as Walker Lindh left the courtroom? What did his family members have to say about the plea arrangement? Do you agree with Frank Lindh's comparison of his son to Nelson Mandela? Why or why not?

3. What is "plea bargaining"? Why is it used? Inform students that, according to Merriam-Webster's online law dictionary, plea bargaining is:

   "the negotiation of an agreement between the prosecution and the defense whereby the defendant pleads guilty to a lesser offense or to one or some of multiple offenses usually in exchange for more lenient sentencing recommendations, a specific sentence, or dismissal of other charges."

   Then, have students conduct research to learn more about the role of plea bargaining in the U.S. judicial system, and the pros and cons of plea agreements. Have students consult online resources to identify a list of criminal cases in which plea bargaining was used. Then, group students and assign each group a case from the list. Instruct each group to research the history of its case and the pros and cons of the plea agreement for the defendant(s), victim(s), prosecutor(s) and the judicial system. After each group presents its research, have students discuss whether or not they are in favor of the Walker Lindh agreement and plea bargaining in general.

4. Who was Daniel Pearl? Where was the trial for his murder held? What were the verdicts in that trial? Who was given the harshest sentence? What do we know about Sheikh Omar? How did the Wall Street Journal, Pearl's employer, react to the verdicts? Why do you think the chief prosecutor referred to this as a case of terrorism?

5. Teachers: For CNNstudentnews.com background information and an additional activity related to the Walker Lindh case go to:
http://fyi.cnn.com/2002/fyi/news/
01/24/walker.lindh/.

**LINKS:**
http://consumer.pub.findlaw.com/
http://www.cnn.com/LAW/library/
http://www.cnn.com/2002/WORLD/asiapcf/south/07/15/pakistan.pearl.verdict/index.html
http://www.danielpearl.org/

**News Focus: Fat Chance: Part II**

1. How much did Karen Brown once weigh? What were some of the foods she ate when she was almost 200 pounds? What reasons does Karen give for her former her bad eating habits? What were some of the diets she tried to lose weight? Was she successful on these diets? Explain.

2. According to Dr. James Hill, what percentage of dieters actually keep their weight off once they lose it? Why are so many people unable to keep weight off? What is the National Weight Control Registry? How much weight has the average member of this registry lost and kept off? What are the first two tips Dr. Hill and his colleagues recommend for successful, long-term weight loss? Explain some of the strategies that Karen Brown and Robert Romaniello implement to maintain their healthy weight.

3. Have small groups of students conduct research to determine the health risks associated with poor nutrition and being overweight. Have groups share their findings. To help students become more aware of their eating habits, have each student keep a log for three days of all the food he/she eats and his/her mood prior to eating. Working in groups, have students analyze the nutritional content of their food to determine if their meals and snacks are nutritionally balanced. Have group members suggest ways to make their diets more nutritious. Refer students to their data to determine if they eat to feel better. Ask students to determine if there is a correlation between their emotional states and the quality of their diet.

4. Teachers: Your students may want to observe CNNstudentnews.com's Body Mass Index Weight-to-Height Table at:
http://fyi.cnn.com/interactive/health/0207/
obesity.chart/frameset.exclude.html.

5. For related stories and activities, check out these two sites from Riverdeep.net:
"Smart Food": http://www.riverdeep.net/current/2000/09/090500_lunches.jhtml

and
"You Are What You Eat": http://www.riverdeep.net/current/2000/06/front.060600.heartdisease.jhtml.

**LINKS:**
http://www.eatright.org/
http://www.olen.com/food/
http://www.caloriecontrol.org/

**Chronicle: Food Police**

1. Why do some believe that obesity is a public health issue? How are the food and restaurant industries fighting public health activists? What does the food industry spokesperson in the video have to say about the government's new obesity standards? What do public health activists mean when they talk about a "bad food environment"?

2. Why are some health advocates comparing the food industry to the tobacco industry? How does the food industry respond to that comparison? Do you agree or disagree with the food industry's claim that by defining obesity as a public health issue, the federal government is intruding into individuals' lifestyles? Explain.

3. Have students work in groups to conduct an Internet scavenger hunt to learn more about the government agencies and departments that are concerned with food and nutrition. Have groups present their findings and describe the role of each agency or department. As consumers and citizens, do students welcome the recommendations and oversight of these agencies or resent their involvement? Discuss.

**LINKS:**
http://mentalhealth.about.com/library/h/orgs/bl0030.htm
http://www.fda.gov/fdac/reprints/fatguide.html
http://www.usda.gov/cnpp/

**Perspectives: Broccoli Brew**

1. What is Brassica tea? How many flavors does it come in? At what U.S. university was Brassica tea discovered and patented? Where is it being test marketed?

2. In the video, researcher Jed W. Fahey says, "I find it exciting that we have this alternative method for getting the antioxidant protection of fruits and vegetables." What is the antioxidant ingredient that Fahey is so excited about? By what acronym is it known?

3. Refer students to the links below and other resources to learn more about antioxidants and the health benefits of broccoli. Generate a class discussion on the importance of eating right. Ask: According to your research, what role does diet play in cancer prevention? Then have each student write a speech in which he/she urges other students to make a specific dietary change as a way of preventing cancer. Have students read their speeches to the class and discuss.

**LINKS:**
http://www.brassica.com/press/pr0014.htm
http://www.newhope.com/nfm-online/nfm_backs/may_02/news3.cfm

- http://www.cnn.com/2000/FOOD/news/04/13/broccoli.benefits.wmd/
- http://www.klsdesign.com/anti-ox/allabout.html

**Health Report: Healthy Salads**

1. Why is it important to eat a balanced diet that is low in fat? What salad bar items contain hidden fat? According to the video, what is the recipe for a healthy and tasty salad? What "rule of thumb" should people follow when choosing a healthy salad dressing?

2. Inform students that, according to health experts, "The best way to get the required daily dose of vitamins (and minerals) is to eat a varied and balanced diet, containing lots of fruit and vegetables." Refer students to the first two Web sites below to learn more about vitamins and minerals and how they promote good health. Pose the following questions to guide students' research:
    1. What are vitamins and minerals?
    2. How many essential vitamins and minerals are there?
    3. In what foods are these vitamins and minerals found?
    4. Should people take vitamin-mineral supplements?
    5. What is a micronutrient?
    6. What happens if a person does not get enough of a micronutrient over a prolonged period of time?
    7. What health problems are associated with different vitamin deficiencies?

   Have students present their findings. Then, as a class, create a chart that depicts the source and function of the 13 vitamins and essential minerals. Next, bring in an assortment of fruits and vegetables. Have each student use a mixture of the fruits or vegetables to make a salad. Instruct students to list the vitamins and minerals contained in their salads and describe how these nutrients are benefiting their bodies.

**LINKS:**
http://www.eatright.org/
http://www.nih.gov/news/pr/apr99/niddk-20.htm
http://www.eatright.com/nfs/nfs83.html
http://www.health.gov/dietaryguidelines/

**Student Bureau: Dieting**

1. What diet plan is Jessica Rubel using? Why do many experts in the field of health and nutrition like Weight Watchers? What skills does this plan teach?

2. According to the video, how does Weight Watchers differ from other diet plans? Challenge students to list as many diet programs as they can on the board. Then, group students and have each group use online resources to research one of the plans. Instruct students groups to identify the extent to which these plans incorporate emotional, educational, behavioral, and environmental strategies to control weight gain, and the pros and cons of these plans. Have students compare and contrast their findings. Why do you think some diets are more successful than others? Do you think emotional support is the key to diet success? Why or why not?

3. Have small groups of students conduct research to determine the health risks associated with poor nutrition and being overweight. Have groups share their findings. To help students become more aware of their eating habits, have each student keep a log for three days of all the food he/she eats and his/her mood prior to eating. Working in groups, have students analyze the nutritional content of their

food to determine if their meals and snacks are nutritionally balanced. Have group members suggest ways to make their diets more nutritious. Refer students to their data to determine if they eat to feel better. Ask students to determine if there is a correlation between their emotional states and the quality of their diet.

**LINKS:**
http://www.weightwatchers.com/default.asp?bhcp=1
http://www.kenkuhl.com/fastfood/fastfacts.shtml
http://www.cnn.com/2000/HEALTH/03/14/teen.arteries/index.html
http://www.americanheart.org/
http://kidshealth.org/parent/nutrition_fit/nutrition/pyramid.html

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**EDITOR'S NOTE:**
Wall Street
"wealth effect"
John Walker Lindh
Taliban
Daniel Pearl
obesity
weight maintenance
low fat

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# CNN NEWSROOM Guide

**July 17, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: The Market** ... 06:30...07:00
-CNN Student News' Joel Hochmuth talks to an economic forecaster about trends in the stock market.
-CNN's Bill Schneider examines the public's view of the market.

**In the Headlines** ... 03:20...10:20
-Consumer groups question the target audience of "alcopop" ads.
-A new study indicates that many young people are not buckling up.

**News Focus: Fat Chance: Part III** ... 05:40...16:00
CNN's Elizabeth Cohen offers more tips for shedding pounds.

**Chronicle: PEZ Turns 50** ... 02:20...18:20
PEZ candy celebrates its 50th birthday.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...18:30
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Super Meals** ... 02:30...21:00
"Super-sizing" may be good for your wallet but bad for your body.

**Business Report: Anti-Drug Ads** ... 02:40...23:40
Advertising executives claim that government anti-drug ads are ineffective.

**Student Bureau** ... 02:40...26:20
College graduates are facing a tough job market.

**Where in the World?** ... 01:00...27:20
Answer: Tennessee

**CNN NEWSROOM CLOSE** ... 00:40... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: The Market**

1. What is the Dow Jones Industrial Average? What has happened to this index over the past seven days? How many points has the Dow Jones lost in this streak? Who is Rajeev Dhwan? What reason does he offer for investors selling their stocks now? Why is the market of the 1990s partially to blame for the market's current troubles?

2. How do downturns on Wall Street affect the U.S. economy? What data given in the video supports the claim that the current U.S. economy is "a mixed bag"? What could happen to some families if companies continue to have cash-flow problems? How could stagnant job growth affect "the demand side"? What does Dhwan believe could happen to the U.S. economy if the market fails to rebound?

3. According to CNN's Bill Schneider, what has "contaminated" the stock market in the U.S.? Who is Alan Greenspan? What does Schneider see as Greenspan's current mission? What are some of the sentiments on corporate greed offered by both Chairman Greenspan and President Bush?

4. What indications are there that the public view of the stock market is deteriorating? What did Greenspan say yesterday in an attempt to reverse this trend? How could lack of faith in the stock market have serious political consequences for the Bush administration?

5. To what extent do Alan Greenspan's comments and actions impact the stock market? Have students work in groups to research the effect of the chairman's comments and actions (such as interest rate decreases) on the stock market by noting the direction of the market in advance of or after a Federal Reserve action or Greenspan comment. Share group findings in class discussion. Ask: To what extent do you think Chairman Greenspan wields economic power? Do you think the responses to his words and actions are appropriate or overstated?

6. Teachers: For a CNNstudentnews.com version of this story and educational materials, please visit: http://fyi.cnn.com/2002/fyi/news/07/16/greenspan/index.html.

**LINKS:**
http://money.cnn.com/2002/07/16/news/economy/greenspan/index.htm
http://www.federalreserve.gov/
http://usgovinfo.about.com/library/weekly/aa081599.htm

**In the Headlines: "Alcopop" Ads/Teen Drivers**

1. What kinds of beverages are known as "malternatives" or "alcopop"? According to George Hacker of the Center for Science in the Public Interest (CSPI), how are ads for these beverages impacting teenagers? What does the CSPI want the government to do in response to this claim?

2. What product's ads are banned from television? Does the CSPI want alcohol ads banned as well? Why

or why not? How is the alcohol industry responding to the concerns of the CSPI and other consumer groups? Why do you think the industry has no plans to pull the "alcopop" commercials?

3. Point out to students that, according to the Center for a New American Dream, kids aged 12-19 spent a record $155 billion of their own money last year, up from $63 billion just four years before. Many advertisers target the teen market because of its disposable income. Direct students to find a definition for this term and discuss the kinds of purchases they make from their own disposable income. Ask students to think about the marketing for the goods and services they buy: Are the ads directed at younger or older consumers? Have students seen any of the "alcopop" ads mentioned in the video? If so, do they think these ads are attempting to get their attention? Why or why not?

4. What do the results of a new report by the Air Bag and Seat Belt Safety Campaign indicate about teen seat belt use? What do you think Chuck Hurley of the National Safety Council means when he refers to teens' "risk denial"? What are primary belt laws? According to researchers, are these laws having a positive impact on teen drivers? Do you always wear a seat belt when driving or riding in a car? Explain.

**LINKS:**
http://www.newdream.org/campaign/kids/facts.html
http://www.pcr-inc.com/healthpsych/advertis.html
http://www.nsc.org
http://www.nhtsa.dot.gov/people/injury/newdriver/SaveTeens/sect1.html

**News Focus: Fat Chance: Part III**

1. Why does Robert Romaniello weigh himself often? How did the weight tape serve as his "instant gratification" while he was trying to lose weight? What else has Robert done to lose weight and keep it off? How many miles does he run each week? In what kind of physical activity does Karen Brown participate? How much do members of Dr. Hill's National Registry exercise each day? Do you think an hour of physical activity per day is a realistic goal for most teens and adults? Explain.

2. What advice does Dr. Hill offer to those who cannot commit to an hour a day of physical activity? How does Dr. Hill practice what he preaches? Describe the changes in Elizabeth Cohen's daily routine that could make a difference for her, according to Dr. Hill.

3. Ask students to purchase or borrow pedometers. Divide the class into three groups: One that does a minimum of walking for one day, one group that conducts its typical activities, and one group that commits to at least one hour of walking for that day. At the end of the day, have group members record their pedometer readings and indicate which group they were in. Have groups share their results. Next, ask students to consult the Internet or other resources to determine approximately how many calories they burned based on their pedometer readings. With the help of nutrition information found on the Internet (see yesterday's Daily Guide for appropriate Web sites), have students translate their calories burned into a food item or meal. Conclude by reinforcing what students have seen in the three parts of this special: You don't have to deny yourself most of the foods you like if you can balance your food intake with physical activity.

**LINKS:**
http://walking.about.com/library/how/blhowcalburnmore.htm
http://www.nutristrategy.com/activitylist2.htm
http://diabeticgourmet.com/calculators/799run.shtml

**Chronicle: PEZ Turns 50**

1. What is PEZ? How long has PEZ been on the market? Why is PEZ considered a "pop icon"? Can you think of other products that have impacted popular culture to the extent that PEZ has? Why do you think PEZ is such a popular collectible?

2. Ask students to describe some of the collections they may have. Why do people collect objects like coins, stamps, trading cards, and autographs? Discuss what makes these objects "valuable," and to whom they have value. Have groups of students search the Internet for sites that buy and sell collectibles, and note which seem to be the most expensive. Ask: What factors contribute to the value of a collectible item? Why?

**LINKS:**
http://www.pez.com/
http://www.pezcollectorsnews.com/

**Perspectives: Super Meals**

1. How do the consumers in the video respond to the "more food for your dollar" promotions at fast food restaurants? Why? According to the National Alliance for Nutrition and Activity, what are some of the health costs of "super-sizing"? Generally speaking, how do these health costs compare to the economic costs for some popular fast food items? What do health experts suggest people order if they are going to eat at fast food restaurants?

2. Challenge your students to conduct their own comparisons of the economic vs. health costs of some mega-meal fast food offerings. Direct students, working alone or in pairs, to select several fast food items or meals and compare the smaller versions with the larger ones in terms of economic and nutritional value. Students should indicate the price of each offering, along with its caloric count and number of fat and sodium grams. Have students present their findings in graphic form. Discuss the long-term effects of a "super-size" diet on a person's life span and life savings.

**LINKS:**
http://www.kenkuhl.com/fastfood/fastfacts.shtml
http://www.fatcalories.com/
http://dnrc.nih.gov/nutrition_month.htm

**Business Report: Anti-Drug Ads**

1. Describe some of the anti-drug ads shown in the video. What organization has won awards for some of these ads? In spite of these accolades, why does U.S. Drug Czar John Walters say that these ads are ineffective? What changes does he want to make in the creation of anti-drug ads?

2. How much money does the U.S. government currently spend per year on anti-drug ads? Where does most of this money go? Do the creators of these ads get paid for their work? What does "pro bono" mean? What other obstacle do advertising executives say they face in the creation of anti-drug ads? How does the Washington bureaucracy hamper the ad creation process?

3. Ask students: Why do you think anti-drug ads created by the government are not having a significant impact on teenagers? What elements would make a more effective ad for a younger audience? Divide

the class into groups. Challenge each group to come up with a storyboard and script for an anti-drug ad students think would be effective to a teenage audience. Students may want to consider the use of special effects, "reality" footage, celebrity testimonials, and any other elements they think would get the anti-drug message across to teenagers. Have each group present its storyboard and script. Discuss how the ideas offered by the students are different from what they have seen in previous government-sponsored ads, and why the government has not used some of the elements in the students' ads.

**LINKS:**
http://www.whitehousedrugpolicy.gov/
http://www.cnn.com/US/9908/09/your.brain.on.drugs/
http://www.mediacampaign.org/mg/transcripts/tr_thanks.html
http://www.theantidrug.com/

**Student Bureau: College Jobs**

1. Why is Delia Espinosa spending so much time looking for a job? According to Espinosa, how is the intense job searching affecting students' priorities? What avenues has Espinosa pursued in her job search? What does she think of Internet job sites? Why?

2. According to the video, what percentage of college graduates say that finding a job will be "somewhat difficult" this year? What financial issue is adding to the pressure many college graduates are facing? When is the national economy expected to improve? How would overall improvement in the U.S. economy impact job prospects for most people?

3. Direct students to their local newspaper's classified ad section and Internet job postings to identify the types of jobs that are available in their community. After students share their findings, ask: What do you think is fueling job demand in these areas? Are any professional or technical fields conspicuously absent from the classified listings in your area? If so, why? Discuss the economic factors that may be shaping the job market in your area.

4. Have students construct personal resumes. Although their job experience may be limited, they can concentrate on areas such as academic subjects studied, volunteer work, special skills and talents, interests, and hobbies. Have students consult the Internet or human resources professionals for advice on how to format their resumes. Have students edit each other's resumes for grammar, spelling, clarity and neatness. Encourage students to use their resumes as they look for summer jobs, and to update them as their job experience grows.

**LINKS:**
http://www.campusgraduates.com/
http://www.black-collegian.com/career/collseniors2000-2nd.shtml

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**EDITOR'S NOTE:**
stock market
Alan Greenspan
corporate greed
gross domestic product (GDP)
Dow Jones Industrial Average
seat belts

- aerobics
- pro bono

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# CNN NEWSROOM Guide

**July 18, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Italy Drought** ... 03:30...04:00
Italy experiences its worst drought in 30 years.

**In the Headlines** ... 00:40...04:40
The stock market finally ends its seven-day losing streak.

**News Focus: WTC Proposals** ... 03:00...07:40
Plans are unveiled for several possibilities to rebuild the WTC site.

**Chronicle: Vegetarian Shoe Store** ... 02:55...10:35
A new shoe store features "cow-free" shoes.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...10:45
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Anti-Mafia Pasta/No-Carb Bread** ... 06:00...16:45
-Sicilian farmers fight the Mafia by creating a co-op to produce pasta.
-A doctor has created carbohydrate-free flour. -A new carbohydrate-free flour will soon be availabel in the U.S.

**Science Report: Puffins** ... 03:05...19:50
Iceland's puffins are both protected and savored.

**Ancient Chocolate** ... 02:30...22:20
Scientists now say that chocolate has been around longer than previously thought.

**Ask CNN** ... 00:55...23:15
Who invented braces?

**Student Bureau** ... 02:50...26:05
CNN's Student Bureau takes you on a taste tour of Hawaiian appetizers.

**Where in the World?** ... 01:00...27:05
Answer: Italy

**CNN NEWSROOM CLOSE** ... 00:55... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Italy Drought**

1. Locate the country of Italy on the Holt, Rinehart and Winston online atlas of Europe at http://go.hrw.com/atlas/norm_htm/europe.htm. What region of Italy is currently experiencing a drought? What factors are exacerbating the impact of the water shortage? What is meant by the term "infrastructure"? What happened to the money that was allocated to repair the region's outdated infrastructure? How are water shortages affecting the Italian people and the nation's economy? What business sector is being hit the hardest? Why? What action is the Italian government taking to deal with the drought?

2. Have students use the Web sites below to learn about the causes and effects of droughts, and how these issues are addressed by the international community. Have students imagine that their region of the world is experiencing a drought. As a class, create a chart depicting the impact of the drought from both a macro and micro perspective. Instruct groups of students to select several of the identified problems and determine what could be done to address these problems.

3. Teachers: For a related CNNstudentnews.com article and activity, go to: http://fyi.cnn.com/2002/fyi/news/07/17/italy.drought/index.html.

**LINKS:**
http://cnn.com/2002/WORLD/europe/07/14/italy.water/index.html
http://enso.unl.edu/ndmc/
http://enso.unl.edu/ndmc/center/youth/ed.htm
http://www.websites.noaa.gov/
http://wwwnotes.reliefweb.int/FILES/rwdomino.nsf/VNaturalDisastersTheLatest/

**News Focus: WTC Proposals**

1. What plans were unveiled this week regarding the World Trade Center site? How many plans were presented as possibilities for the rebuilding project? What are the different aspects of each plan? Are there any common aspects of all six plans? Compare the various designs. Do you think any one of the proposals stands out as better than the others? Why or why not?

2. Ask students: Do you think the new WTC site should house a memorial, commercial building(s), or a combination of both? Divide the class into small groups. Challenge members in each group to share their responses to this question and arrive at a consensus decision. Then, ask each group to come with

a design for the new site. Direct each group to create a scale model or illustration of its new design concept. Have each group present its design to the class and its rationale for focusing on a memorial, commercial building, or both.

**LINKS:**
http://fyi.cnn.com/2002/US/07/16/wtc.site.plans/index.html
http://www.renewnyc.com/plan/concepts.htm

**Chronicle: Vegetarian Shoe Store**

1. Why is the Moo Shoes store unique? What types of "alternative" shoes are sold at this store? Why do people shop at this store? What is a "vegan"? What are examples of "vegan-wear"?

2. How do you feel about buying leather goods? What other products, besides shoes, are made of leather? Do these items have alternatives that are made out of non-animal products? If not, could such alternatives be made? Explain.

3. Divide your class into two groups. Have one group research the People for the Ethical Treatment of Animal's (PETA) position on the manufacturing and selling of leather products, and the other research the U.S. Leather Industry's position on these issues. Have each group hold a mock press conference to present its findings. Discuss students' reactions to the information presented. Has anyone in the class changed his/her opinion about purchasing leather goods?

**LINKS:**
http://www.mooshoes.com/
http://www.peta.org/mc/facts/fsveg12.html

**Science Report: Puffins**

1. What are puffins? Where is the world's largest puffin colony found? Why are puffins hunted? Why do conservationists say that the Westman Island puffins are an example of a "sustainable hunt"? How were puffins originally captured in the 1890s? Why was this practice changed? What method is now used to capture puffins? How does the new method of hunting puffins, combined with the hunters' old traditions, enable the puffins to thrive on the Westman Islands?

2. Who is Gisli Oskarsson? Why is he called "the puffin man"? What are some behaviors of puffin parents? How do children in Iceland help young pufflings trying to make their way to the sea?

3. In other areas of the world, puffin populations are declining due to hunting for their eggs, meat and feathers. Point out to students that according to the Audubon Web site, "Public outrage over the declining bird numbers had begun building in the late 1800s and eventually led to the formation of Audubon societies which worked for the passage of protective laws." Direct students to learn why Audubon's puffin project was created and how it has helped the puffins in the Gulf of Maine. Then, ask: Based upon your research and class discussion, do you think projects such as the Audubon's puffin project are necessary? Why or why not?

4. Have students use their texts and other resources to define the term "sustainable hunting." Have them find examples of animal species that are legally hunted in an attempt to curb and sustain their populations. Point out to students that, in many places, hunters are allowed to "bag" a limited number of animals per season, and there are restrictions governing the animals' size and approximate age.

Share students' findings. Ask: What is the role of humans in controlling Iceland's puffin population? What might happen to the Westman Islands' ecosystem if the puffin population was allowed to grow, unchecked?

**LINKS:**
http://www.aqua.org/animals/species/prpuffin.html
http://www.seaworld.org/AnimalBytes/puffinsab.html
http://www.audubon.org/
http://www.audubon.org/bird/puffin/

### Ancient Chocolate

1. What recent discovery have scientists made about chocolate's "age"? Whom do they credit with discovering chocolate? Who is Jeff Hurst? What instrument did he use to investigate the residue found in Mayan pots? What compound did he find in that residue? Why was the discovery of theobromine significant?
2. In what form did the ancient Mayans consume chocolate? For what other purposes was cocoa used? Where does the cacao plant grow? How large is the cacao fruit? How have the Spaniards, Swiss, Belgians and English each contributed to the evolution of chocolate?
3. While the ancient Mayans may have discovered chocolate, names like Hershey, Ghirardelli, and Cadbury have become synonymous with the chocolate business. Have students work in groups to learn more about these and other chocolate businesses and their products. Ask: What other businesses rely on chocolate production? Discuss chocolate's connection to businesses such as retail, grocery stores and sugar farming. Point out to students that chocolate is an important "ingredient" in the global economy.

**LINKS:**
http://www.sci.mus.mn.us/sln/tf/c/chocolate/chocolate.html
http://www.earthsky.com/1999/es990920.html
http://www.allsands.com/Misc3/thehistoryofc_ufm_gn.htm
http://www.cuisinenet.com/glossary/chocolate.html

### Student Bureau: Hawaiian Pupu

1. What is the Hawaiian equivalent of an appetizer? What are some of the pupu that are part of daily life in Hawaii? Where did the musubi originate? Why did it take on a different shape among Hawaiians? How did Spam become popular in Hawaii?
2. What is the opihi? Why do some people choose to gather their own opihi, in spite of the danger associated with this practice? What is poke? How is it prepared?
3. Use this opportunity to have your students investigate the history, geography and culture of Hawaii. Have students work in groups to conduct research and share their findings. Assist students in creating an informative Web page on the United States' 50th state.

**LINKS:**
http://www.hawaii.edu/visitors/overview.html
http://www.gohawaii.com/hokeo/school/report.html

http://www.hawaii.edu/recipes/recipes.html

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**EDITOR'S NOTE:**
Italy
drought
infrastructure
stock market
World Trade Center
carbohydrates
puffins
Maya

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# CNN NEWSROOM Guide

**July 19, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Apology** ... 04:10...04:40
The Irish Republican Army issues an apology for civilian lives lost in Northern Ireland.

**News Focus: Spy Museum** ... 03:30...08:10
The International Spy Museum opens today in Washington, D.C.

**Chronicle: Toys in Space/Bass 'N Space** ... 05:45...13:55
-Astronauts play with toys in space to get kids interested in science.
-Performer Lance Bass is heading for space.

**Ask CNN** ... 01:05...15:00
Are there other elements on the moon or Mars that do not exist on Earth?

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...15:10
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Eating Insects** ... 02:30...17:40
A British company has begun exporting edible insects to Hong Kong.

**Fast Food India** ... 02:45...20:25
India's fast food combines Western culture with local cuisine.

**Week in Review: Market Watch** ... 03:00...23:25
CNN's Joel Hochmuth reviews the week on Wall Street.

**Student Bureau** ... 02:35...26:00
What is organic food?

**Where in the World?** ... 01:00...27:00
Answer: Northern Ireland

**CNN NEWSROOM CLOSE** ... 01:00... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Apology**

1. Why is today's date a significant one in Northern Ireland's history? What happened on "Bloody Friday"? What is the Irish Republican Army (IRA)? What action did the IRA take this week in an attempt to heal the wounds of the country's civil conflict? How was this apology issued? Are all willing to accept this apology? Explain.

2. Inform students that Holt, Rinehart and Winston's, "World History, 2000" states, "Throughout the 1970s, the violence in Northern Ireland escalated as Catholic and Protestant extremists alike took advantage of the situation. Assassinations, car bombings, and attacks on British troops became an almost daily occurrence. The most active extremist group was the Irish Republican Army." Refer students to the Web sites below and other resources to research the history and current status of the conflict in Northern Ireland. Pose the following questions to guide students' research:
    - What is the origin of the conflict in Northern Ireland?
    - Was the war in Northern Ireland a religious or political conflict?
    - Who were the parties in this conflict?
    - Does violence still exist in Northern Ireland? If so, who is engaging in violent tactics? Are the tactics effective?
    - What is the status of Northern Ireland's conflict?
    - What steps have been taken towards a peaceful settlement? When were those steps taken and by whom?
    - How do the versions of history held by the Irish Catholic and Protestant communities differ?

   After each group has presented its findings, ask: In your opinion, was it appropriate for the IRA to offer an apology at this point in time? Why or why not? Could the IRA's apology advance the peace process? Explain. Do you think there will ever be lasting peace in Northern Ireland? State your rationale.

3. Teachers: You can find a CNNstudentnews.com version of this story and educational materials at: http://fyi.cnn.com/2002/fyi/news/07/18/ira.apology/index.html.

**LINKS:**
http://europe.cnn.com/SPECIALS/2000/n.ireland/overview.html
http://cain.ulst.ac.uk/
http://cain.ulst.ac.uk/othelem/glossary.htm
http://www.nio.gov.uk/
http://www.ni-assembly.gov.uk/

**News Focus: Spy Museum**

1. What city is the site of the new International Spy Museum? According to Dennis Barrie, the museum's

president, who do most people think of when they think of spies? How does the new Spy Museum "separate fact from fiction"?

2. What are some of the items on display at the museum? According to Barrie, who was the best at spying? Why do you think the Soviets were such good spies? Who are Tony and Jonna Mendez? How is their area of expertise part of the museum experience? How is the art of visual deception being used in modern espionage?

3. Why do governments engage in espionage? What benefits do they derive from spying? What harm results when a government is the target of espionage? Have students work in groups to research espionage efforts throughout history, and share their findings. Discuss the reasons why most governments commit great resources to espionage, as well as the reasons why most governments impose maximum sentences on those convicted of espionage against them.

**LINKS:**
http://www.spymuseum.org/
http://www.cnn.com/SPECIALS/cold.war/experience/spies/
http://foia.fbi.gov/spies.htm

**Chronicle: Toys in Space/Bass 'N Space**

1. What is the focus of the Toys in Space program? What are some of the toys both kids on Earth and the astronauts in space play with in this program? What is zero gravity? How does zero gravity impact some of the playful activities in space? Do any of the toys work both on Earth and in space? Explain.

2. According to the video, what was the "most famous space game"? Which American astronaut played golf on the moon? What happened when he hit the ball? Why do golfballs travel much farther on the moon than they do on Earth?

3. Who is Lance Bass? When is he expected to go to space? What country is training him for this event? How much are the Russians charging for the trip? What television network will be following his training and mission? How is NASA reacting to the Bass trip? Why are the Russians allowing Bass to go on this space mission? Do you think civilians should be part of space expeditions? Why or why not?

4. Teachers: Your students may want to check out Riverdeep.net's "Space Tourists: Ticket to Ride" at http://www.riverdeep.net/current/2002/04/042902_spacetourists.jhtml.

**LINKS:**
http://actionfigures.about.com/library/press/bl060101lego.htm?iam=dpile_1&terms=zero+gravity
http://spacelink.nasa.gov/Instructional.Materials/NASA.Educational.Products/Toys.In.Space.II/

**Perspectives: Eating Insects**

1. To what region is Britain exporting edible insects? What is the name of the company that produces these "delicacies"? List a few of the products mentioned in the video. Would you try any of these items? Why or why not?

2. According to the video, what recent food scare is Great Britain trying to overcome? Share what you know about the events surrounding the scare and its aftermath.

3. Refer students to the links below and other resources to learn more about edible insects. Have each student investigate an edible insect and create a poster or advertisement designed to attract people to purchase and eat the selected insect. The poster/advertisement should discuss both the nutritional benefits and the unique taste of the insect. Have each group present its work to the class.

**LINKS:**
http://www.edible.com
http://www.szgdocent.org/ff/f-arth3c.htm
http://www.uky.edu/Agriculture/Entomology/ythfacts/bugfood/bugfood2.htm
http://www.cnn.com/SPECIALS/2000/madcow/

**Fast Food India**

1. What are some of the American fast food chains that can be found in India? What are some of the choices on McDonald's Indian menu? How has McDonald's tweaked its menu to appeal to Indian consumers? How has Pizza Hut done the same?

2. What American fast food company has only one restaurant left in India? Why? What are "cultural and culinary obstacles"? What do you think the term "cultural imperialism" means? Do you think American businesses that are established in other countries are promoting cultural imperialism or commerce? State your rationale.

**LINKS:**
http://www.mcdonaldsindia.com/home.htm
http://www.hinduonnet.com/2001/05/06/stories/01060003.htm
http://www.mtholyoke.edu/acad/intrel/protected/rothkopf.html
http://www.gadnet.com/foodx.htm

**Week in Review: Market Watch**

1. What is the Dow Jones Industrial Average? How has this index fared in recent days? Why has the index headed downward? What two national leaders made public speeches regarding the state of the stock market this week? What did President Bush and Federal Reserve Chairman Greenspan say to try to bolster investor confidence?

2. How has the U.S. Congress responded to the crisis of confidence in corporate America? What differences do Democrats and Republicans have regarding this legislation?

3. Challenge your class to follow the stock market's activity over the next few weeks. Allow students to search for closing bell data on the Internet or in the newspaper. Assist students in devising visual ways to display this data, such as charts where students plot the DJIA daily, then connect the dots to observe trends. Have students record the data on their charts for a prescribed period of time, then share their findings. Discuss any trends, upward or downward, and the possible reasons behind these trends. Point out to students that the stock market is seen by many as a barometer of the health of the U.S. economy. Based on students' short-term findings, how would they describe the U.S. economy? Discuss.

**LINKS:**
http://money.cnn.com/

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**EDITOR'S NOTE:**
Irish Republican Army
International Spy Museum
zero gravity
Lance Bass
India
"cultural imperialism"
Dow Jones Industrial Average
investor confidence

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# CNN NEWSROOM Guide

**July 22, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:15...00:25

**CNN STUDENT NEWS** ... 00:10...00:35
Today's top stories

**Lead Story: Market Watch** ... 04:40...05:15
-Can President Bush and Congress restore investor confidence?
-Investors respond to the market's downward slide.

**In the Headlines** ... 01:50...07:05
U.S. health officials recall 18.6 million pounds of ground beef.

**News Focus: Food Safety** ... 04:55...12:00
U.S. consumers are keeping a watchful eye on America's food supply.

**Chronicle: WTC Proposals** ... 02:40...14:40
The public pans the proposed World Trade Center redesign plans.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...14:50
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: South Africa Rebuilding** ... 03:25...18:15
Former President Jimmy Carter builds homes in South Africa.

**Culture Report: South Africa "Julius Caesar"** ... 03:30...21:45
A new version of Shakespeare's "Julius Caesar" is set in Africa.

**Student Bureau** ... 03:55...25:40
ARTScool offers Atlanta's youth an alternative to typical summer employment.

**Where in the World?** ... 01:00...26:40
Answer: South Africa

**CNN NEWSROOM CLOSE** ... 01:20... 28:00

## ----------- CNN NEWSROOM STORIES -----------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

### Lead Story: Market Watch

1. What is the Dow Jones Industrial Average? How has this index fared in recent days? Why has the index headed downward? In the video we hear that, "According to many financial experts, the market still has not bottomed out." Ask students to explain the meaning of this statement and why many experts hold this view.

2. What percentage of Americans are invested in the stock market? How are President George W. Bush and Congress planning to address the concerns of nervous investors? According to Money Magazine's financial analyst Pablo Galaza, will these measures help the market? Why or why not?

3. Which group of investors stand to benefit from the market's current downslide? Why? Why do older investors stand to get hit the hardest? Do you think sending corporate executives to jail for deceiving investors will restore investor confidence? Why or why not?

4. Teachers: For discussion questions and activities on the recent decline in the stock market and investor confidence, visit the CNN Student News Guides for:
   July 11, 2002:
   http://turnerlearning.com/newsroom/archive/
   0702/NR071102.html
   July 12, 2002:
   http://turnerlearning.com/newsroom/archive/
   0702/NR071202.html
   July 15, 2002:
   http://turnerlearning.com/newsroom/archive/
   0702/NR071502.html
   July 16, 2002:
   http://turnerlearning.com/newsroom/archive/
   0702/NR071602.html
   July 17, 2002:
   http[illegible]learning.com/newsroom/archive/
   0702/NR071702.html
   July 19, 2002:
   http://turnerlearning.com/newsroom/archive/
   0702/NR071902.html.

   Also, you can access related CNNstudentnews.com articles and activities at: http://fyi.cnn.com/2002/fyi/news/07/09/bush.speech/index.html and http://fyi.cnn.com/2002/fyi/news/07/08/cook.the.books/index.html.

**LINKS:**
http://money.cnn.com/

## In the Headlines: Beef Recall

1. What is E. coli? What process did the U.S. Department of Agriculture use to determine that the meat from the ConAgra Foods plant was contaminated with E. coli? How did ConAgra Foods respond to this news? How much additional ground beef did the U.S. government recall on Friday? Why?

2. Where can the E. coli contaminated beef be found? In which U.S. states have cases of E. coli recently been reported? What are the symptoms of E. coli? Which groups of people are most at risk for contracting this illness? What should beef consumers do to protect themselves from E. coli?

3. Inform students that the ground beef at the ConAgra Foods plant was contaminated with E. coli O157:H7. According to the Centers for Disease Control and Prevention, "E. coli O157:H7 is one of hundreds of strains of the bacterium Escherichia coli. Although most strains are harmless and live in the intestines of healthy humans and animals, this strain produces a powerful toxin and can cause severe illness." Next, refer students to multimedia resources, including the last two links below, to learn more about E. coli and the different locations and sources of recent outbreaks throughout the world. After students present their information, have them assume the role of epidemiologists and identify patterns related to the spread of E. coli. Then, ask students to consider how this information might be used to control the spread of this deadly bacteria.

4. Teachers: For additional classroom materials and information on food-borne illness, see Riverdeep's "When Food Bites Back" at
http://www.riverdeep.net/current/2000/03/
front.230300.ecoli.jhtml.

**LINKS:**
http://cnn.com/2002/HEALTH/07/19/meat.recall/index.html
http://www.fsis.usda.gov/OA/recalls/prelease/pr055-2002.htm
http://www.nlm.nih.gov/medlineplus/ency/article/000296.htm
http://www.cdc.gov/ncidod/diseases/submenus/sub_ecoli.htm

## News Focus: Food Safety

1. What are E. coli and Salmonella? How many people are stricken with food-borne illnesses each year? What action is the U.S. government taking to insure that food manufacturers maintain the integrity of America's food supply? What is the role of the U.S. Department of Agriculture in the fight for food safety?

2. What is the difference between organic and conventional agriculture? How have the 9/11 terrorist attacks impacted the organic food industry? Why is organic food more expensive than non-organic food? Why do you think many people are willing to pay more for organic food? Do you eat organic food? Why or why not?

3. What can consumers do to protect themselves from food-borne illnesses? Have students work in groups to conduct research on the role of the consumer in promoting food safety. Groups will want to consider questions such as:
    - What are the best ways to handle meat and fish?
    - Under what conditions should these perishables be stored?
    - How can a consumer tell if vegetables are fresh?

Have each group share its findings. Invite a local food retailer or restaurant owner to class to discuss other things consumers can do to assure that the food they purchase and eat is safe.

4. Teachers: For additional information and a lesson plan on food safety, visit the following CNNstudentnews.com site:
   http://fyi.cnn.com/2002/fyi/news/04/15/organic.foods/.

   Also, you can direct your students to the FDA's Food Safety Quiz at:
   http://www.fda.gov/oc/opacom/kids/html/wash__hands.htm.

**LINKS:**
http://www.foodsafety.gov/
http://www.foodsafety.gov/~fsg/fsgadvic.html
http://vm.cfsan.fda.gov/list.html
http://www.griffin.peachnet.edu/cfs

**Chronicle: WTC Proposals**

1. Who participated in the "Listening to the City" electronic town meeting? What were the results of this meeting? Why did some people pan the World Trade Center redesign plans? What is the status of these plans?

2. Teachers: Visit the following CNNstudentnews.com site for an article and activity on this news story:
   http://fyi.cnn.com/2002/fyi/
   lesson.plans/07/18/wtc.plans/.

**LINKS:**
http://fyi.cnn.com/2002/US/07/20/wtc.memorials/index.html?related
http://fyi.cnn.com/2002/US/07/21/wtc.redevelopment.ap/index.html
http://www.renewnyc.com/plan/concepts.htm

**Perspectives: South Africa Rebuilding**

1. Where are the homes shown in the video being built? How many homes will be built in one week in Durban? What former U.S. president is working with Habitat for Humanity to help build the homes? According to former President Jimmy Carter, what is the worst problem facing the world in the new millennium? Does President Carter believe the "chasm between rich and poor people" is improving or worsening? Do you agree? Why or why not?

2. Who is Patience Lisa? What is her current living situation? When will Patience receive her new home? How many homes have been built by the South African government since 1994? Despite this large figure, how many people in South Africa are still living in shacks? Why do you think so many of South Africa's residents live in sub-standard housing?

3. Use this opportunity to introduce your students to the history of apartheid in South Africa. Divide students into groups and assign each group a decade in South Africa's history from 1948, when apartheid began, to the present. Using the Web sites below and other resources, have groups research their time periods, focusing on the political, social, and economic repercussions of apartheid. Have groups present their information in chronological order, and, as a class, create a timeline of apartheid in South Africa. Ask students: Do you think the home buildings featured in the news story signify a

further end to apartheid? Explain. What other steps might South Africa take to unite its people?

**LINKS:**
http://www.gov.za/
http://www.habitat.org/
http://www3.northstar.k12.ak.us/schools/nph/twt/apart/timeline.htm
http://www.facts.com/cd/o94317.htm

**Culture Report: South Africa "Julius Caesar"**

1. Who is Yael Farber? How does his version of Shakespeare's "Julius Caesar" differ from the original play? Why was the play's name changed to "SeZaR"? What is "iambic pentameter"? How has the African actors' appreciation of Shakespeare's work changed over the years?

2. Challenge students to identify other modern adaptations of Shakespeare's work. Then ask: Why do you think the works of Shakespeare have enjoyed such widespread appeal for centuries? Why do you think modern-day movie and television actors are eager to perform in plays written by Shakespeare?

3. Use this opportunity to introduce students to the works of William Shakespeare, or challenge them to learn more about those works with which they may already be familiar. Then have students either (a) rewrite a modern-day short story or song lyrics in the style of Shakespeare or (b) rewrite one of Shakespeare's poems or one scene from a Shakespeare play in a modern format, such as a rap song or movie scene. After students present their work, discuss why Shakespeare's style has withstood the test of time.

**LINKS:**
http://www.theplays.org/
http://the-tech.mit.edu/Shakespeare/works.html

**Student Bureau: ARTScool**

1. What is ARTScool? How are students selected for the program? How did the teens profiled in the video benefit from ARTScool?

2. Direct students to the links below and other resources to learn about the career opportunities available within the field of art. Have each student conduct research to learn about a different art-related job and the training required for the position. Have students prepare written reports of their findings and share them with the class. Then, compile students' information and submit a copy to the career resource center at your school.

**LINKS:**
http://stats.bls.gov/oco/ocos092.htm
http://www.arts-accredit.org/nasad/default.htm

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**EDITOR'S NOTE:**
Dow Jones Industrial Average
investor confidence
E. coli
organic

food safety
World Trade Center
"Julius Caesar"
art

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# CNN NEWSROOM Guide

**July 23, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:15...00:25

**CNN STUDENT NEWS** ... 00:10...00:35
Today's top stories

**Lead Story: WorldCom Bankruptcy** ... 04:50...05:25
-WorldCom files for bankruptcy.
-Will the economy be a hot political issue in 2002?

**In the Headlines** ... 02:05...07:30
Pope John Paul II prepares for his 97th trip abroad.

**News Focus: Burundi Peace Struggle** ... 04:20...11:50
The peace process in Burundi is in jeopardy.

**Chronicle: "Africa Footprint"** ... 03:55...15:45
An award-winning musical is taking the world by storm.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...15:55
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: African Children** ... 03:20...19:15
Efforts are being taken to improve the lives of Africa's children.

**Health Report: South Africa AIDS 101** ... 02:40...21:55
Efforts are underway to educate young South African children about AIDS.

**Student Bureau** ... 03:45...25:40
Eating disorders are on the rise among young Americans.

**Where in the World?** ... 01:00...26:40
Answer: Burundi

**CNN NEWSROOM CLOSE** ... 01:20... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: WorldCom Bankruptcy**

1. What step did WorldCom take this week in an effort to solve its financial problems? What is bankruptcy? What classification of bankruptcy is WorldCom filing? Who is John Sidgmore? What rationale did he offer for the company's bankruptcy filing? What type of ripple effect will this bankruptcy likely cause?

2. What comparisons are made in the video between the economic and political climates of 1992 and 2002? What is the status of the stock market in the U.S.? Does a bear market mean a bad economy? What evidence suggests that the economy will be a hot political issue in 2002? According to the video, how do the Democratic and Republican stances on the economy differ?

3. Students may have heard the term "bankruptcy" before, but may not understand its meaning. Point out to students that both corporations and individuals can file for bankruptcy under certain conditions. Have students consult the Internet and other resources to learn more about bankruptcy, its different chapter classifications, and its consequences. After students examine the general aspects of personal and corporate bankruptcy, focus their attention on corporate bankruptcy and the current status of WorldCom. Pose these questions for class discussion:
   1. What is Chapter 11 bankruptcy? How does it differ from other types of bankruptcy? Why do you think WorldCom has chosen this specific course of action?
   2. Who develops the reorganization plan in a Chapter 11 corporate bankruptcy?
   3. Who is likely to get paid under WorldCom's Chapter 11 bankruptcy?
   4. Typically, what happens to stockholders' investments in companies that have filed Chapter 11? What is likely to happen to WorldCom investors?
   5. What is the Securities and Exchange Commission (SEC)? Does the SEC have a role in the reorganization of Chapter 11 companies? Explain.

4. Teachers: For an article and additional resources on WorldCom's decision to file for Chapter 11 bankruptcy, go to the following CNNstudentnews.com site:
   http://fyi.cnn.com/2002/fyi/news/
   07/22/worldcom/index.html.

**LINKS:**
http://fyi.cnn.com/money/2002/07/22/news/companies/worldcom/index.htm
http://www.sec.gov/investor/pubs/bankrupt.htm
http://bankruptcylawinstitute.com/lawtypes.asp?s=goto
http://www.gecfo.com/turnbankrupt/index.html

**In the Headlines: The Pope's Travels**

1. Which nations is Pope John Paul II planning to visit during his 97th trip abroad? What is the purpose of the Pope's trip? What is the status of the Pope's health? What measures are being taken to

accommodate the Pope's handicaps? Why are some concerned about the Pope's ability to lead the Catholic Church?

2. Refer students to multimedia resources to learn more about Pope John Paul II and trace his travels during his pontificate. Have students identify the reasons for each of the Pope's trips, and why he has been called the "great communicator" and "God's athlete." Have students share their findings in class discussion.

**LINKS:**
http://cnn.com/2002/WORLD/americas/07/20/vatican.americas.ap/index.html
http://www.zpub.com/un/pope/unpope-bio.html
http://www.vatican.va/phome_en.htm

**News Focus: Burundi Peace Struggle**

1. Locate Burundi on a world map. For how long has this country been engaged in a civil war? What two ethnic groups are at the center of Burundi's civil war?

2. What form of government exists in Burundi? What evidence suggests that Burundi's transitional government was in trouble from the start? What is Tanzania's role in Burundi's civil war? What is the status of the peace process between the Burundi government and the Hutu-backed rebels? Why do many believe the Arusha Accord is the best hope for achieving peace in Burundi?

3. Have your students share what they know about the country of Burundi. Then, have them work in groups to conduct research to learn more about the conflict between the Tutsis and Hutus in Burundi. Have your students consult the Internet and other resources to find out how and why the conflict started, and how it escalated and spread beyond Burundi's borders. Share student findings in class discussion. Ask students: What are the regional, continental, and global ramifications of this conflict? To what extent do you think the international community should be involved?

**LINKS:**
http://www.sas.upenn.edu/African_Studies/Country_Specific/Burundi.html
http://www.odci.gov/cia/publications/factbook/geos/by.html
http://www-sul.stanford.edu/depts/ssrg/africa/burundi.html
http://freedomhouse.org/survey99/country/burundi.html
http://allafrica.com/stories/200205240661.html

**Chronicle: "Africa Footprint"**

1. What is "African Footprint"? Why is this African musical so special? How has the production changed since it started rehearsals four years ago? In what country is this show currently touring? Why do you think this show has international appeal?

2. Use this opportunity to have students learn about the history and culture of South Africa and the creative revolution that has been taking place in the country since the end of apartheid. Instruct students, working in groups, to research the evolution of South African music and dance, from traditional African drumming to contemporary urban kwaito. After groups present their findings, have students consider how South African music and dance has evolved since the end of apartheid. To what extent does the nation's contemporary music and dance reflect the political and social changes that have occurred in South Africa during the last 25 years? Discuss.

**LINKS:**
http://www.africanfootprintonline.com/
http://www.africanfootprintonline.com/i-news.htm#china
http://home.worldonline.co.za/~afribeat/beatroutes_kwaito1.html
http://www.artslink.co.za/
http://www.artsdiary.org.za/guide/jazz.html
http://www.kwaitomusic.com/

**Perspectives: African Children**

1. What was the purpose of the UN Children's Summit? How has war affected the lives of Ugandan and Liberian children? What action have the teens in the video taken to address the problems facing their nations' children? How does the quality of life in Uganda and Liberia compare to the quality of life in your country? Why do you think these differences exist?

2. What social problems are impeding the development of Ugandan and Liberian children? Challenge student groups to identify examples of how African children are being affected by:
   - war
   - famine
   - communicable diseases
   - malnutrition
   - lack of educational opportunities.

   Instruct groups to also identify how these problems are being addressed by the international community, and whether these efforts are adequate. Have each group present its findings in the form of an address at a mock UN Children's Summit.

3. Ask students to share what they know about the UN Convention on the Rights of the Child. Then point out that in 1999, UNICEF Executive Director Carol Bellamy stated that, "A century that began with children having virtually no rights is ending with children having the most powerful legal instrument that not only recognizes but protects their human rights." Have your students read the text of this legal instrument, the Convention on the Rights of the Child, by consulting the last Web site below. Discuss the rights that are enumerated in this document. What makes the Convention a "powerful legal instrument"? What standards and rights are included in the convention to improve the quality of life of children? What issues are not addressed in the convention?

4. Teachers: You and your students may want to visit Riverdeep.net's "State of the World's Children" at: http://www.riverdeep.net/current/2001/12/123101t_children.jhtml.

**LINKS:**
http://www.unicef.org/specialsession/
http://www.babinmedia.com/zambezi/news/zt517c.html
http://www.cia.gov/cia/publications/factbook/
http://www.unicef.org/crc/crc.htm

**Health Report: South Africa AIDS 101**

1. Why are young South African students being educated about HIV and AIDS? What information does the play "No Monkey Business" convey? Why do you think a play was chosen as a way to teach young

kids about AIDS?

2. Ask students: At what age do you think kids in your country should first be taught about HIV and AIDS? Why? What should teens know about HIV and AIDS? Help your students identify the components of an AIDS education curriculum for teenagers. Then, group students and have each group research and prepare a presentation about one of the components. Have each group present its information. If possible, have your class present its information to other students at your school.

3. Point out to students that, according to recent statistics, between 70,000 and 100,000 babies are born HIV positive in South Africa each year. Dr. Robert Shell, Director of the Population Research Unit at Rhodes University, says that HIV in sub-Saharan Africa is "not an epidemic, but a pandemic. And South Africa is the epicenter." Generate a class discussion to analyze the meaning of this quote. Then divide the class into small groups. Challenge each group to research the severity of the AIDS epidemic in South Africa and its consequences. Have each group write a paper presenting its findings and describing some of the long-term social, political and economic consequences of widespread AIDS in South Africa.

4. Teachers: For more information about HIV/AIDS and its global consequences, go to Riverdeep.net's "The price of AIDS" at:
http://www.riverdeep.net/current/
2001/07/071601_aids.jhtml.

**LINKS:**
http://fyi.cnn.com/2002/HEALTH/conditions/07/07/aids.us/index.html
http://cnn.com/2002/WORLD/africa/04/04/safrica.antiaids/index.html
http://www.unaids.org/barcelona/index.html
http://www.cdc.gov/hiv/pubs/facts.htm
http://hivinsite.ucsf.edu/InSite?page=News

**Student Bureau: Eating Disorders**

1. What are bulimia and anorexia? How many Americans have eating disorders? Among what U.S. group are eating disorders on the rise? Why? How have eating disorders affected the lives of those who were featured in the segment? Why is it important that (non-obese) girls gain some weight during their teenage years?

2. Do you think there is an "ideal" physique for men and women? Explain. If so, why? Why do you think many females try to conform to unrealistic levels of thinness? To what degree do you think mass media influences body image? Why? Would you describe Americans' concern with body image as an obsession? Explain.

3. Refer small groups of students to the Web sites below to learn about the risk factors, symptoms, and treatments for bulimia and anorexia. Have students identify the cultural factors related to these diseases, and how these illnesses affect the body. After students have shared their findings, ask:
    1. Why are teenagers at risk for developing eating disorders?
    2. Why do you think more females, versus males, have eating disorders?
    3. What should you do if you suspect someone you know has an eating disorder?

   Following class discussion, have students use their research to create a pamphlet to educate their peers about the health risks and treatment options associated with eating disorders. If possible, distribute the pamphlets to your school nurse and counselors.

**EXTENSION:** Facilitate a class discussion about why media has the power to influence people's attitudes and beliefs. Next, have students conduct archive research to compare the body images portrayed in the media from 1900-1959 to those portrayed in the media from 1960-2000. Direct students to share their findings and discuss how the definition of beauty has changed during the last century, why these changes have occurred, and whether these concepts of beauty are realistic and healthy. Ask: What can media companies do to help reverse the trend of promoting unrealistic and unhealthy body images?

**LINKS:**
http://www.nationaleatingdisorders.org/p.asp?WebPage_ID=294
http://www.medem.com/MedLB/article_detaillb.cfm?article_ID=ZZZEZNUS2KC&sub_cat=2008
http://www.medem.com/MedLB/article_detaillb.cfm?article_ID=ZZZFXHJS2KC&sub_cat=2008

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**EDITOR'S NOTE:**
bankruptcy
WorldCom
bear market
Pope John Paul II
Burundi
South Africa
AIDS
anorexia

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# CNN NEWSROOM Guide

**July 24, 2002**

## -------------- PROGRAM RUNDOWN -------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:15... 00:15

**TODAY'S NEWS** ... 00:20...00:35

**CNN STUDENT NEWS** ... 00:10...00:45
Today's top stories

**Lead Story: Enron Investigation** ... 05:30...06:15
-Financial institutions may have been involved in the Enron case.
-Is Capitol Hill's investigation of Enron an exercise in hypocrisy?

**In the Headlines** ... 01:55...08:10
Pope John Paul II arrives in Canada.

**News Focus: Tomorrow's CEO** ... 03:50...12:00
Recent corporate woes are forcing changes in the CEO role.

**Chronicle: South African Roses** ... 03:00...15:00
A South African female entrepreneur finds success as a rose farmer.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...15:10
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: African Unity** ... 03:00...18:10
African leaders launch a new continental union.

**Business Report: Kenya Ecotourism** ... 02:55...21:05
Kenya's Maasai people experience commerce via a unique ecotourism project.

**Student Bureau** ... 04:05...25:10
CNN Student Bureau's Jennifer Errico looks at this summer's kids' movies.

**Where in the World?** ... 01:00...26:10
Answer: Kenya

**CNN NEWSROOM CLOSE** ... 01:50... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Enron Investigation**

1. According to congressional investigators, what two large financial corporations helped Enron and other companies to "cook the books"? How did Citigroup and J.P. Morgan Chase allegedly help Enron and others to falsify their numbers? Why are investigators examining Citigroup for possible violation of securities laws? How have officials at J.P. Morgan Chase and Citigroup responded to the investigators' charges?

2. Why are some people questioning whether the Congressional investigation of Enron is "an exercise in hypocrisy"? What specific allegations regarding Congress's accounting practices are mentioned in the video? Can Congress be subject to the federal corporate accountability law? Why or why not? Do you think this is fair? Why or why not?

3. Read the following quote from Senator Carl Levin to students: "The maze of financial transactions that Enron constructed to make its financial statements look good makes Rube Goldberg look like a slacker." Ask students: Who is Rube Goldberg? If students are not familiar with Goldberg's machines that make even the most simple tasks complicated, direct them to the Internet for research. Refer students back to the article, and ask them to compare Enron's financial manipulations to a Rube Goldberg machine. Why do students think these transactions appear so complicated? How would they respond to Senator Levin's statement?

4. Inform students that Sandy Weill, Citigroup's Chairman and CEO, was recently named "CEO of the Year" by Chief Executive Magazine. Read students this quote from Weill's acceptance speech on July 8, 2002:

   "We must take the steps necessary to restore the public's confidence in our system: in our audits, rating agencies, investment research, and in corporate leadership itself. Serious questions have been raised that need to be addressed carefully, thoughtfully and realistically."

   Ask students: How would you prompt Mr. Weill to act on his words? Direct each student to write a newspaper or television editorial to Sandy Weill or any other CEO whose company's practices have recently been called into question, urging that officer to take specific "steps necessary to restore the public's confidence."

5. Teachers: For a CNNstudentnews.com article and additional resources related to this news story, go to:
   http://fyi.cnn.com/2002/fyi/news/07/23/enron/index.html.

**LINKS:**
http://money.cnn.com/news/specials/corruption/
http://www.senate.gov/~gov_affairs/psi.htm
http://www.enron.com/corp/
http://www.citigroup.com/

http://www.jpmorganchase.com/

**In the Headlines: Pope's Trip**

1. What country is Pope John Paul II visiting? What is the status of the Pope's health? Why was his departure from the plane symbolically significant? What message did the Pope deliver upon his arrival to Canada?

2. Inform students that, on Sunday, the Pope will preside over World Youth Day. Refer students to the links below and other resources to learn about this event. Pose the following questions to guide students' research:
    1. Why are young people important to the Catholic Church?
    2. How do young people view the Pope?
    3. Should churches modernize their images? If so, how? Can this be done without compromising a church's tenets, ideals, and integrity?
    4. How do you think this year's World Youth Day will impact the Catholic Church, the international community, and those who attend the event?

    Have students share their findings in class discussion.

**LINKS:**
http://fyi.cnn.com/2002/WORLD/europe/07/23/pope.tour/index.html
http://www.worldyouthday.org/
http://www.vatican.va/phome_en.htm

**News Focus: Tomorrow's CEO**

1. What is a CEO? What is the current public perception of CEOs? What events and circumstances have shaped this perception? According to the video, how will these events affect future CEOs? How will the "new breed" of chief executives compare to the CEOs of the past?

2. In the video, we hear that, "The chief executive (is) now a symbol of a company's credibility." Have students explore the meaning and significance of this statement. Then, divide the class into pairs of students. Have each pair choose a CEO who has made his/her mark in the business world today, and conduct research to learn about the circumstances and characteristics that shaped this individual. Direct each pair to explain to the class the challenges that the CEO faces in today's business environment, how the CEO is perceived within the business community and by investors, and whether he/she brings credibility to his/her company.

3. Ask students: What can be done to improve the credibility and image of CEOs? Should all CEOs be made to adhere to an ethical standard? Point out to students that many professionals, such doctors, lawyers, and government officials, must take an oath before assuming their positions. Challenge each student to write a "CEO oath," which potential chief executives would have to take before assuming leadership of a company. After students share their oaths, ask: Do you think the promises outlined in the oaths are realistic? Why or why not? Should future CEOs be made to take a legally binding oath before assuming office? Why or why not? If so, do you think taking such an oath would improve investor confidence? Discuss.

**LINKS:**
http://money.cnn.com/news/specials/corruption/
http://www.pbs.org/wgbh/nova/doctors/oath_classical.html

http://www.presidential-inaugural.com/oath%20of%20office.html

**Chronicle: South African Roses**

1. Who is Jean Davidson? What business did she establish in South Africa? Why did she decide to start a rose farm? What challenges has she faced as a rose farmer? Why is Davidson an inspiration to other black South African women?

2. What is the status of female entrepreneurialism in your country? Challenge your students, working in groups, to interview local female entrepreneurs to learn more about how they got their start and what advice they would offer other young entrepreneurs, especially young women. Have each group present its information. Then ask: What personality traits do these female entrepreneurs have in common? Why might these women be seen as role models to future business owners in your class? How do the experiences of these female entrepreneurs compare to the experiences of Jean Davidson?

**LINKS:**
http://www.suntimes.co.za/2002/01/06/insight/in20.asp
http://216.239.37.100/search?q=cache:zGVdDW_GPiMC:www.apdf.net/images/imgD6-8-01T7-37-02PM/
http://www.entreworld.org/

**Perspectives: African Unity**

1. What was the Organization of African Unity (OAU)? When and why was it established? For how long did it exist? What were some of the OAU's key accomplishments? What organization will be replacing the OAU? How do the missions of these two organizations differ?

2. Which African leader conceived the idea of an African Union (AU)? What role will Moamar Ghadaffi likely have in the establishment of the AU? Why are South African and NEPAD leaders concerned about Ghadaffi's role?

3. Point out to students that, according to South African President Thabo Mbeki, "The OAU helped bring cohesion to a scarred continent and ensured its liberation from colonial rule and apartheid." Divide your class into seven groups and have each group prepare a presentation about the OAU's role in one of the following:
   1. decolonization
   2. the struggle against apartheid
   3. economic and social development
   4. the development of transportation and telecommunications
   5. education, scientific and health developments
   6. the placement of African refugees
   7. the promotion of African culture.

   After the presentations, ask: How have these changes impacted Africa's relationship with the international community? Why are African leaders taking steps to unify their continent at this point in time? What political, economic, and social challenges are currently facing African nations? How might these issues impact the unification of Africa? Discuss.

   **EXTENSION:** Use this opportunity to introduce the concept of "Pan Africanism" to your students. Pan Africanism is based on the belief that the emancipation and economic development of people of African descent can only be brought about by an appeal to the African sense of "wholeness." Ask students to consider what this means, and how Africa's colonial legacy has impacted that sense of wholeness. Then challenge your students to learn more about Pan Africanism. Have students work in groups to research the movement and its leaders. After groups share their findings, discuss how organizations like the OAU (Organization of African Unity) have promoted Pan Africanism. Discuss possible national, cultural and ethnic forces that work against the Pan African philosophy.

**LINKS:**
http://cnn.com/2002/WORLD/africa/07/08/african.union.ap/index.html
http://cnn.com/2002/WORLD/africa/07/09/african.union/index.html
http://www.itcilo.it/english/actrav/telearn/global/ilo/law/oau.htm
http://www.dfa.gov.za/events/auback.htm
http://www.nepad.org/

**Business Report: Kenya Ecotourism**

1. Locate the country of Kenya on the Holt, Rinehart and Winston Atlas online at http://go.hrw.com/atlas/norm_htm/africa.htm. What is the Shompole Project? How is the Shompole Project different from similar initiatives? How did the Maasai get the funds to buy into the lodge?

2. Describe the "eco-friendly" features of the lodge. How has the lodge impacted the local community and ecosystem? Why are the Maasai now more likely to report poaching?

3. In the video, we hear Amanda Mitchell of the Shompole Project talk about the project as one that teaches the Maasai about business so that they learn to support themselves. She speaks of "giving a fishing rod, not giving a fish." Have you ever heard the expression, "Give a man a fish, feed him for a day. Teach him to fish, feed him for a lifetime"? What does this expression mean? How is it applicable to the Shompole Project?

4. Inform students that one of the aims of the Ecotourism Society of Kenya is "promoting responsible and sustainable tourism." Ask students: What is "responsible and sustainable tourism"? Discuss the reasons why ecotourism must be responsible and sustainable in order to be economically profitable.

5. Divide the class into small groups. Challenge each group to find one example of ecotourism anywhere in the world. Have students in each group conduct research to determine the economic and cultural impact of that ecotourism on the region's indigenous population(s), and share their findings. Ask: Are there any downsides to any of the ecotourism initiatives students studied? To what extent might ecotourism provide a better quality of life for citizens of developing countries? Discuss.

**LINKS:**
http://www.esok.org/
http://www.porini.com/
http://www.getawaytoafrica.com/

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**EDITOR'S NOTE:**
CEO
Enron
Congress
Pope John Paul II
South Africa
entrepreneur

- African unity
- ecotourism

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# CNN NEWSROOM Guide

**July 25, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:15...00:25

**CNN STUDENT NEWS** ... 00:10...00:35
Today's top stories

**Lead Story: Market Watch** ... 07:00...07:35
-Lastminute.com survives the dot-com storm.
-A new Web site is dedicated to the defense of Martha Stewart.

**In the Headlines** ... 02:25...10:00
A new study looks at why car-truck accidents occur and how to prevent them.

**News Focus: Cambodia Troubled Waters** ... 03:20...13:20
Cambodia's Tonle Sap Lake is in jeopardy.

**Chronicle: Urban Debate League** ... 03:30...16:50
Debate teams are making a comeback in inner-city schools.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...17:00
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Ivory Coast Crocodile** ... 04:00...21:00
A presidential crocodile pit lures tourists in the former Ivory Coast.

**Science Report: Endangered Gorillas** ... 02:05...23:05
***(Please preview this segment, as it contains images that may not be appropriate for all students.)*** The survival of Africa's wild gorillas is threatened by demand for their meat.

**Student Bureau** ... 03:15...26:20
What is product placement?

**Where in the World?** ... 01:00...27:20
Answer: Ivory Coast

**CNN NEWSROOM CLOSE** ... 00:40... 28:00

## ---------- CNN NEWSROOM STORIES -----------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Market Watch**

1. Who is Martha Lane Fox? What Web site did she and her partner Brent Hoberman establish? Why have Fox and Hoberman been called the "poster children for dot-com mania"?
2. Why have some criticized Fox's business practices? How has Fox responded to these allegations? What is the status of lastminute.com? How have Fox and Hoberman been able to weather the dot-com storm?
3. Who is Martha Stewart? Why is she under investigation? Who is John Small? What is the "Save Martha" campaign? How is Small trying to help Stewart? Why is he coming to Stewart's defense? What do you think of Small's "Save Martha" campaign?
4. Have students conduct research to learn more about the ups and downs of the dot-com industry. Instruct each student to select a dot-com and track its stock performance on a monthly, quarterly or annual basis since its initial public offering. Direct each student to plot his/her findings and conduct additional research to identify the factors that influenced the company's performance. Have students issue status reports on the health of the companies. Have each student share their reports and explain how the company has faired during the dot-com storm.

**LINKS:**
http://money.cnn.com/news/specials/corruption/
http://www.lastminute.com/lmn/pso/catalog/Category.jhtml?CATID=92355
http://savemartha.com/
http://investorwords.com/

**In the Headlines: Highway Safety**

1. How many people die from car-truck crashes in the U.S. each year? According to the American Automobile Association's report, what percentage of car drivers died in these types of accidents? Why? What can car and truck drivers do to avoid hitting each other?
2. Inform students that there are other issues, such as fatigue, cellphone use while driving, and inexperience, that cause problems for drivers, especially for young drivers. Have students work in groups to research these and other potential hazards for teenage drivers, and share their findings. Assist students in creating a class resource, such as a brochure or a Web page, that addresses driving issues and hazards especially dangerous to young drivers, and tips on how to deal with them. Make your school's driver education department aware of this resource and ask them to share it with their young drivers.

**LINKS:**
http://www.aaasouth.com/ts_index.asp

http://www.nhtsa.dot.gov/
http://www.teendriving.com/
http://teenvue.com/links.htm

**News Focus: Cambodia Troubled Waters**

1. Where is the Tonle Sap Lake located? Why is the Tonle Sap considered a natural wonder? Why is this lake important to the welfare of many Cambodians? Why is the Tonle Sap in jeopardy? If the current rate of siltation continues, when will the lake disappear?

2. Share the following statement by environmental activist Mak Sithirith: "The Tonle Sap is the heart of Cambodia. This represents the culture, the social traditions. If the lake is going to be destroyed, the whole country will be destroyed." Then, have students conduct research to learn more about the Tonle Sap and its extensive river systems, and the history, culture and economy of Cambodia. Challenge students to find examples of how the Tonle Sap represents Cambodia's culture and social traditions. After students share their findings, ask:
    1. How would the destruction of the Tonle Sap impact Cambodia and other geographic regions? Have students consider the economic and social consequences.
    2. To what extent do you think the economic situation in Cambodia contributes to the degradation of the Tonle Sap?
    3. Do you think strengthening Cambodia's economy would help save the river? Why or why not?
    4. What action should the international community take to help save the Tonle Sap?

**LINKS:**
http://www.gocambodia.com/history/country_background.asp
http://www.gocambodia.com/history/water_festival.asp
http://www.visit-mekong.com/cambodia/jewels/tonle_sap.htm
http://www.stanford.edu/dept/news/report/news/march17/enviro317.html
http://iias.leidenuniv.nl/wwwvl/southeas/cambodia.html

**Chronicle: Urban Debate League**

1. What is the Urban Debate League? How many students nationwide are involved in Urban Debate Leagues? Why are the students that are profiled in the video participating in the league?

2. What specific skills do students develop through debating? How might students apply these skills in other areas of their lives? In what careers might these skills be useful? Why do you think critical thinking is considered one of the most important skills that debaters develop?

3. Help students brainstorm a list of debate topics. Then, group students and have each student group choose one topic from the list. Instruct groups to conduct research to support both the affirmative and negative sides of their chosen topics. Give each group a specified time period to argue the affirmative, then the negative, side of its issue. Which side was more difficult for each group? Why? What can one learn from debating both sides of an issue? Discuss.

**LINKS:**
http://debate.uvm.edu/udl/udl.html

**Perspectives: Ivory Coast Crocodile**

1. Locate the country of Cote d'Ivoire on the Holt, Rinehart and Winston Atlas online at http://go.hrw.com/atlas/norm_htm/africa.htm. Who is Ibrahim Dikko? Where does he work? What responsibilities does Ibrahim's job as official caretaker include? Does Ibrahim think just anyone could be "king of the beasts"?

2. How many crocodiles does Ibrahim estimate could be in the pit at the presidential mansion? Do these reptiles serve any purpose other than as a tourist attraction? Explain. Why has poaching crocodiles been outlawed in Cote d'Ivoire? What legend has afforded the crocs this revered status?

3. Inform students that more than a quarter of Cote d'Ivoire's population are animists, who love the natural world and believe that all things in nature (including animals, plants and celestial bodies) have spirits. Divide students into groups, and have each group research an ancient or modern culture that has given an animal revered or exalted status. Use the following questions to help guide students' research:
   1. What animal does the culture celebrate?
   2. Why has the animal been given this status?
   3. How does the animal interact with the culture?
   4. What celebrations, myths, or legends exist in the culture about the animal?

   Have groups compile their findings in graphic organizers, and share the information with the class.

**LINKS:**
http://emuseum.mnsu.edu/cultural/religion/animism/animism.html
http://www.judypat.com/india/cow.htm
http://redeyevideo.com/buffalo.html
http://www.photo.net/cr/moon/birds

**Science Report: Endangered Gorillas**

1. Why are poachers killing Central Africa's wild gorillas? How many mountain gorillas remain in East Africa? What is the most immediate threat to the Western gorilla? Why has large-scale commercial poaching reached "crisis levels," even in Africa's national parks?

2. What do the experts say is the answer to Africa's gorilla poaching crisis? Why do you think global support for law enforcement efforts to protect gorillas is being sought? What could be the ultimate consequence if these efforts fail?

3. As a class, review the categories "protected," "endangered" and "extinct." Discuss the ecological meanings of each of these words. Have students consult their texts, the Internet and other resources to see if they can find examples of primates that fit each of these categories, and the circumstances that led to each categorization.

4. Challenge students to determine the impact of gorilla extinction on African ecosystems. Have students research the ecosystems in which African gorilla species live, including their habitats, prey and place in the food web. Direct students to illustrate their findings in visual (chart or diagram) form, and explain what would happen to other species if African gorillas became extinct. Discuss how the extinction of the African gorillas would ultimately impact humans.

**LINKS:**
http://www.worldwildlife.org/

http://environment.about.com/library/weekly/bles30.htm?iam=dpile_1&terms=endangered+gorillas
http://www.gorilla.org/
http://animaldiversity.ummz.umich.edu/accounts/gorilla/g._gorilla_gorilla.html
http://www.panda.org/species/gorilla_west/distribution.cfm

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**EDITOR'S NOTE:**
dot-com
Martha Stewart
car-truck accidents
Tonle Sap
Cambodia
Urban Debate League
gorillas
Ivory Coast

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# CNN NEWSROOM Guide

**July 26, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:15... 00:15

**TODAY'S NEWS** ... 00:20...00:35

**CNN STUDENT NEWS** ... 00:10...00:45
Today's top stories

**Lead Story: Argentine Economy** ... 05:10...05:55
***Please preview the second segment, as it contains images that may not be appropriate for all students.***
-The IMF tries to help Argentina resolve its economic problems.
-Many Argentineans are plagued by poverty and hunger.

**In the Headlines** ... 01:00...06:55
The Dow Jones continues to fluctuate.

**News Focus: Money Matters** ... 04:30...11:25
A financial expert explains the basics of investing.

**Chronicle: World Youth Day** ... 02:45...14:10
Young Catholics attend World Youth Day in Toronto.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...14:20
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: South African Art** ... 03:20...17:40
An art exhibit addresses South Africa's apartheid era.

**Week in Review: Market Watch** ... 03:15...20:55
CNN's Joel Hochmuth looks at the recent ups and downs on Wall Street.

**Student Bureau** ... 03:25...24:20
CNN Student Bureau's Will Frampton profiles a Minor League Baseball pitcher.

**Ask CNN** ... 00:50...25:10
How do you make it into the National Baseball Hall of Fame?

**Where in the World?** ... 01:00...26:10
Answer: Africa

**CNN NEWSROOM CLOSE** ... 01:50... 28:00

## ----------- CNN NEWSROOM STORIES -----------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Argentine Economy**

1. What is the status of Argentina's economy? How has the four-year recession affected the nation's banks? What organization has come to the aid of Argentina? What is the "Council of Notables"? What concerns did the council express regarding Argentina's banks? Why do you think the IMF has chosen to help Argentina out of this crisis?

2. What percentage of Buenos Aires' citizens live under the poverty level? What is being done to mitigate poverty in Buenos Aires? To what extent are unemployment, poverty and hunger a problem throughout Argentina?

3. What is a recession? What are the causes behind Argentina's four-year recession? Have students work in groups to learn more about Argentina's economy and government. Share groups' findings, and discuss the government's role, both in contributing to the country's economic problems and attempting to solve them. Point out that, in the video, we learn that the gap between Argentina's rich and poor is growing wider. Why do you think this gap exists? What government actions could help ease the current economic burden for Argentina's people?

**LINKS:**
http://www.odci.gov/cia/publications/factbook/geos/ar.html
http://www.emulateme.com/links/argentina.htm
http://www.imf.org/external/np/sec/nb/2001/nb0181.htm
http://www.amisa.com/arg_econ_rep.html

**News Focus: Money Matters**

1. Why is it important to have a savings plan? What is the "pay yourself first" concept? What investment options are featured in the video? Have students explain, in their own words, the differences between these types of investment options. What are the financial benefits and downsides of each option?

2. What is risk? Can you think of any investments that do not carry some risk? Explain. Why do you think that lower-risk investments often yield a lower rate of return? Who do you think should put their money in more stable investments? Why?

3. Teachers: For an activity on investing, go to the following CNNtudentNews.com site:
http://fyi.cnn.com/2000/fyi/lesson.plans/
09/18/investing.101/index.html.
Also, check out Harcourt's Stock Market Game at:
http://www.harcourtcollege.com/finance/

students/bkstock.htm.

**EXTENSION:** How has the stock market performed in your students' lifetime? As a class, consult the Internet and other resources to find out where the market closed on Dec. 31st of each year, beginning with the year most of your students were born. As a class, create a graph that illustrates this data. Invite a stockbroker or investment counselor to discuss the factors that have contributed to the Dow's rise over the past two decades. Ask students to make predictions for the future of the market. Are they bullish or bearish?

**LINKS:**
http://money.cnn.com/markets/IRC/
http://www.investorguide.com/
http://www.active-investor.com/
http://investorwords.com/

### Chronicle: World Youth Day

1. What is World Youth Day? Where is World Youth Day being celebrated this year? What issues will be addressed during the event? Why do some young Catholics feel that they have to defend their faith? How do you think this year's World Youth Day will impact the Catholic Church, the international community, and those who attended the event?

2. Share the following quote that was made during the 2000 World Youth Day festivities by Cardinal Bernard Law: "We tend to live in an age that exalts youth, but young people themselves have a much broader vision of human beings." What do you think Cardinal Law means? Have each student write a paper that illustrates the cardinal's assertion. Ask students to consider:
    - why many societies place so much emphasis and value on youth
    - the benefits and drawbacks of exalting youth
    - why the youth of today are important to the future of society
    - what today's youth can do on a personal level to enhance the future of the global community.

   Have students present their papers and discuss.

3. Teachers: For a CNNstudentnews.com article on the Pope's trip and World Youth Day, go to: http://fyi.cnn.com/2002/fyi/news/07/25/
world.youth.day/index.html.

**LINKS:**
http://www.worldyouthday.org/
http://fyi.cnn.com/2002/WORLD/europe/07/23/pope.tour/index.html
http://www.vatican.va/phome_en.htm

### Perspectives: South African Art

1. What is the topic of the art exhibit featured in the video? What is the common denominator among the artists who participated in the exhibit? Describe the themes that are addressed in the artists' work?

2. Have students conduct research to learn about the history and impact of apartheid in South Africa. Challenge students to identify examples of the social changes that have taken place since apartheid ended in the country. Next, have each student select a person or event from the apartheid era and create a piece of art that expresses his/her view on the subject. Instruct students to write brief

summaries about their pieces of art. Then, have your students host an exhibit of their art at your school.

**LINKS:**
http://www.gov.za/
http://www.facts.com/cd/o94317.htm
http://www3.northstar.k12.ak.us/schools/nph/twt/apart/timeline.htm

**Week in Review: Market Watch**

1. What step did WorldCom take this week in an effort to solve its financial problems? How did the market respond to WorldCom's bankruptcy filing? What other factors have contributed to the recent volatility of the market? What action is Congress taking to strengthen the stock market and improve investor confidence?

2. Teachers: For an article and additional resources on WorldCom's decision to file for Chapter 11 bankruptcy, go to the following CNNstudentnews.com site:
   http://fyi.cnn.com/2002/fyi/news/
   07/22/worldcom/index.html.

   Also, for discussion questions and activities on the market's recent activity, visit the CNN Student News Guides for:
   July 22, 2002
   http://tu1rnerlearning.com/newsroom/archive/
   0702/NR072202.html

   July 23, 2002
   http://turnerlearning.com/newsroom/archive/
   0702/NR072302.html.

**LINKS:**
http://money.cnn.com/news/specials/corruption/
http://money.cnn.com

**Student Bureau: Minor League Baseball**

1. What is the difference between Minor League and Major League Baseball from a player's point of view? Who is Matt Belisle? What position does he play for the Greenville Braves? What is his professional goal? What physical and psychological obstacles has he encountered while working to achieve this goal? How is he overcoming these obstacles?

2. Generate a class discussion about baseball as a part of American culture. As an example of how ingrained baseball is in American culture, students might want to consider all the baseball terms and expressions that are used in everyday speech. Challenge students to describe how they might explain the game of baseball (and some of its terminology) to students from other countries who have never seen it.

**LINKS:**
http://www.minorleaguebaseball.com/
http://www.mlb.com/

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**EDITOR'S NOTE:**
Argentina
recession
International Monetary Fund
investing
stock market
World Youth Day
bankruptcy
apartheid

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# CNN NEWSROOM Guide

**July 29, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Rescue at Quecreek** ... 07:50...08:20
-Nine miners are rescued three days after being trapped in a flooded mine shaft.
-Miner Blaine Mayhugh talks about the grueling experience.

**In the Headlines** ... 02:30...10:50
Pope John Paul II urges young Catholics to stay true to their church in the wake of recent scandals.

**News Focus: It's the Economy** ... 02:20...13:10
Pres. Bush's economic team tries to reassure American consumers.

**Chronicle: Mailbag** ... 03:00...16:10
A financial expert answers a question about investing from the CNN Student News mailbag.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...16:20
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Grauman's Chinese Theatre** ... 02:30...18:50
Grauman's may be the most famous movie theater in the world.

**Culture Report: Food of the Diaspora** ... 02:20...21:10
Africans have left their mark on many dishes throughout the diaspora.

**Ask CNN** ... 01:05...22:15
What language has the most words?

**Culture Report: Body Brush** ... 02:10...24:25
A new method of painting combines art and technology.

**Student Bureau** ... 02:00...26:25
Universities are using digital video to teach students moviemaking.

**Where in the World?** ... 01:00...27:25

Answer: Hollywood

**CNN NEWSROOM CLOSE** ... 00:35... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Rescue at Quecreek**

1. Where is the Quecreek Mine located? What happened to a group of miners at Quecreek last week? How many miners were trapped in the flooded mine shaft? What challenges made the rescue operation difficult and at times, discouraging?

2. What medical problems did some of the rescued miners exhibit? In general, how are doctors describing the condition of the rescued men? Who is Blaine Mayhugh? What emotional and physical challenges did he and the other miners face as they waited to be rescued? Why did the nine miners tie themselves together? The miners have said that teamwork was the key to their survival. Why do you think their acting as a team was vital to surviving the grueling conditions below ground?

3. Point out to students that one problem faced by the trapped miners was hypothermia. Have students consult their texts and the Internet to learn more about hypothermia, the conditions that cause it, and its treatments. Share students' findings. Inform students that experts often refer to hypothermia as "the number one killer" of outdoor adventurists. Discuss what students should know to protect themselves from hypothermia, or what to do if they are threatened by hypothermia, as they make plans for fall camping and hiking trips.

4. Teachers: Your students can read an explanation of hypothermia at Riverdeep.net's "Five Star Hotel..of Ice" at http://www.riverdeep.net/current/2001/01/013101_icehotels.jhtml.

**LINKS:**
http://fyi.cnn.com/2002/US/07/28/mine.accident/index.html
http://www.hypothermia.org/
http://www.plainsense.com/Health/Seniors/hypothermia.htm
http://www.adventuresports.com/asap/ski/skihypo.htm

**In the Headlines: World Youth Day**

1. What city is the site of World Youth Day 2002? Who is the current leader of the Catholic church? What did he tell the youth gathered in Toronto about the recent scandals in the church? How did the young people present at this outdoor mass react to the pope's comments?

2. With what responsibility did the pope say young people were being "entrusted"? When and where will the next World Youth Day be held? Why didn't the pope promise to meet the young faithful there?

**LINKS:**
http://www.wyd2002.org/main.php?lang=en&side=Welcome
http://www.vatican.va/holy_father/john_paul_ii/

**News Focus: It's the Economy**

1. Why did Bush administration officials appear on weekend news programs? Why do they feel the need to "boost consumer confidence"? Who is Paul O'Neill? Why are some criticizing him? How does he respond to that criticism?

2. Who is Joseph Lieberman? Why is he critical of the Bush administration? How does the administration defend its response to the corporate scandals? According to the video, what is the Bush administration's strategy for dealing with the economy? For what national office did Joseph Lieberman run in 2002? Do you think his criticism of the Bush administration is justified, or politically motivated? Why?

3. Inform students that this week several major economic reports, as well as corporate earnings statements for the second quarter, will be made public. Point students to the last Web site below for a list of these upcoming reports and the dates they will be publicized. Divide the class into groups. Assign each group one of the reports listed. Once each report is released, have its assigned group read it or examine business news to learn more about the data and its significance. Have each group offer an explanation of its findings. As a class, assess the overall economic picture painted by these reports: Does the economic picture translate into good or bad political news for the Bush administration? Discuss.

**LINKS:**
http://money.cnn.com/
http://money.cnn.com/news/specials/earnings/
http://money.cnn.com/2002/07/26/markets/sun_lookahead/index.htm

**Perspectives: Grauman's Chinese Theatre**

1. Where is what is known as "Grauman's Chinese Theatre"? When did this theater first open its doors? What movie was its first feature? Why do tourists flock to this theater?

2. How did the tradition of stars' "paw prints" in the cement get its start? Who are some of the stars who have been immortalized this way at Grauman's? Do you know of any other cultures that immortalize their entertainers this way? Explain. Do you think Americans are guilty of star "worship", or is this treatment appropriate? Discuss.

**LINKS:**
http://mann.moviefone.com/services/graumanmain.adp
http://www.hollywoodchamber.net/
http://www.seeing-stars.com/Theatres/ChineseTheatre.shtml
http://www.amug.org/~scrnsrc/chinese_theater.html

**Culture Report: Food of the Diaspora**

1. What are some of the foods mentioned in the video that Africans brought to the Western Hemisphere?

Who is Chef Tim? According to Chef Tim, what is the origin of "jerk chicken"? What were some of the new ingredients Africans used in their traditional recipes to create new dishes? What are some dishes that have their origins in traditional African cuisine?

2. In the video, Chef Tim talks about the history of humans being found in their foods. What might the discovery of a recipe from African slaves tell us about history? How does a recipe's ingredients offer clues about the geography and economy of a region?
3. Point out to students that many chefs credit Africans as the primary influence in Southern American cuisine. Divide the class into small groups. Challenge each to research and cook an American dish that has an African influence, and share small samples with the class.

**LINKS:**
http://southernfood.about.com/cs/africanamerican1/index.htm
http://lizard.home.inr.net/index.html
http://www.congocookbook.com/

**Culture Report: Body Brush**

1. Who are Young Hay and Horace Ip? What are their professions? What new technology did these men develop? How does their body brush work? How does the body brush "translate action into art"?
2. What modern art "tools of the trade" did the reporter mention? How has modern art developed and evolved in its brief history? According to Young Hay, many artists are "reluctant to use machines," viewing them as cold and inhuman. Why might artists feel this way? Do you agree? If so, do you share Hay's opinion that the body brush could "create a new relationship" between an artist and a machine? Discuss.
3. Inform students that the technique of the body brush is inspired by the "action painting" method of abstract artist Jackson Pollock. Have students use the Web sites below and other resources to research the work of Pollock and other abstract artists. In their research, students should focus on the artists' styles and techniques, and how their methods or themes evolved during their careers. Have students design posters to present their information to the class. If possible, students should bring in examples of their artists' work, which can be displayed around the classroom.

   **EXTENSION:** Remind students that the body brush technology creates art in a three dimensional format. Ask students: How do you define art? Do you consider artwork created by the body brush "art"? Why or why not? Prepare an activity in the classroom with poster paper, acrylic paints, paintbrushes and a variety of everyday items, such as writing utensils, string, or plastic kitchen utensils. Have half of the students use the paintbrushes to create their own paintings, while the other half uses the everyday items. Afterwards, display the students' artwork and hold a class discussion on the variety of tools and methods than can be used to create art.

**LINKS:**
http://www.cityu.edu.hk/pao/011206.htm
http://www.cityu.edu.hk/cityutoday/news/category/research/applied/n20020314_01.htm
http://www.cnn.com/2002/TECH/ptech/03/29/body.brush/index.html
http://abstractart.20m.com/

**EDITOR'S NOTE:**
Quecreek Mine
hypothermia
Pope John Paul II
consumer confidence
corporate scandals
Grauman's Chinese Theatre
diaspora
Hollywood

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# CNN NEWSROOM Guide

**July 30, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Rescue at Quecreek** ... 07:30...08:00
-CNN presents a recap of the events at Quecreek Mine.
-Rescued miners speak at a hospital news conference.

**News Focus: Warlord Worries** ... 06:00...14:00
Former warlord Ismail Khan faces pressure to join Afghanistan's central government.

**Chronicle: Boomer Bungalow** ... 02:10...16:10
The Rolling Meadows Museum offers a glimpse into the 1950s.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...16:20
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Hollywood Cemetery** ... 02:40...19:00
Hollywood Forever Memorial Park offers video memorials to the stars.

**Health Report: Your Boss Knows** ... 02:20...21:20
New technology enables companies to find out whether or not their employees have been working out.

**Health Report: Amusement Park Safety** ... 02:10...23:30
Should the U.S. federal government regulate amusement park rides?

**Student Bureau** ... 03:00...26:30
Roller coasters and other thrill rides attract millions to amusement parks.

**Where in the World?** ... 01:00...27:30
Answer: California

**CNN NEWSROOM CLOSE** ... 00:30... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Rescue at Quecreek**

1. Where is Quecreek Mine? How many men were trapped in a flooded coal mine there? What circumstances led to their predicament? What was the temperature in the flooded mine? What medical problem did the trapped miners face? What setbacks occurred during the rescue operation? How long did it take before the miners were brought to safety?

2. What were some of the thoughts expressed by the rescued miners at their press conference? To whom did they offer their thanks? How were they able to survive the conditions in the mine? What did the experience do to these men, both physically and emotionally?

3. In the video, we learn that teamwork was key to the survival of the miners. Help students brainstorm a list of other instances when people work as part of a team. Then ask: What skills do people need to work as part of a team? How can individuals develop these skills? Divide the class into small groups and ask each to devise a game or academic lesson aimed at teaching teamwork. Inform students that the activities should get students to focus on the following teamwork skills:
    - listening,
    - questioning,
    - persuading,
    - respecting (the ideas and opinions of others),
    - helping,
    - participating.

   Have each group guide the rest of the class through its activity. Then, have students critique the activity in terms of its ability to teach teamwork.

4. Point out to students that one problem faced by the trapped miners was hypothermia. Have students consult their texts and the Internet to learn more about the symptoms, causes and treatments of hypothermia. Share students' findings. Inform students that experts often refer to hypothermia as "the number one killer" of outdoor adventurists. Discuss what students should know to protect themselves from hypothermia, or what to do if they are threatened by hypothermia, as they make plans for fall camping and hiking trips.

5. Teachers: Your students can read an explanation of hypothermia at Riverdeep.net's "Five Star Hotel..of Ice" at http://www.riverdeep.net/current/2001/01/013101_icehotels.jhtml.

**LINKS:**
http://fyi.cnn.com/SPECIALS/2002/miner.miracle/index.html
http://fyi.cnn.com/2002/US/07/28/mine.accident/index.html
http://www.hypothermia.org/
http://www.plainsense.com/Health/Seniors/hypothermia.htm
http://www.adventuresports.com/asap/ski/skihypo.htm

**News Focus: Warlord Worries**

1. Use the Holt, Rinehart and Winston map of Afghanistan at http://go.hrw.com/atlas/norm_htm/afghanis.htm to locate the city of Herat. Near what neighboring countries is this city located? Based on what you have seen in the video, how would you describe the city of Herat?

2. Who is Ismail Khan? What is meant by the term "autocratic ruler"? What enables Khan to rule autocratically? What political pressure is Khan facing? Why does he prefer to stay in Herat? Why do some of Herat's residents want him to stay?

3. What is the source of Herat's relative wealth and independence? What is Khan's interpretation of the term "democracy"? Does everyone in Herat support Khan's leadership? What criticisms do some offer? Who is Dan McNeill? Why do you think Ismail Khan listens to international leaders like McNeill? What kind of projects, sponsored by the international community and Afghanistan's central government, are benefiting Khan's communities? How does Khan's position on the central government raise questions about this government's ability to implement democracy?

4. What is a warlord? Why do you think that Ismail Khan, once decribed as a warlord, is now referred to as a "regional leader"? Based on what you have seen in the video, do you think there is a difference between the two titles? Explain. Afghanistan's interim president, Harmid Karzai, has stated, "Warlordism must finish. If it doesn't finish, [the new government of] Afghanistan will not be made and terrorism will come back." What do you think Karzai meant by these words? Do you think that warlordism and democracy can coexist in Afghanistan? State your rationale.

5. Teachers, for a CNNstudentnews.com backgrounder on Afghanistan, please go to: http://www.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

**LINKS:**
http://www.odci.gov/cia/publications/factbook/
http://www.afghan-web.com/

**Chronicle: Boomer Bungalow**

1. Where is the community of Rolling Meadows? What kind of museum has recently opened there? What are some of the features found in this house? What time period is its focus?

2. When did Kimball Hill create the suburb known as Rolling Meadows? Who moved to this suburb? How does the Rolling Meadows Museum tell the community's history? What did the average Rolling Meadows home cost in the 1950s? What did the replica home cost to build? What do you think accounts for the difference in housing costs, then and now?

3. Inform students that the demographic group known as "baby boomers" consists of those born between the end of World War II (1946) and 1964. Challenge students to interview baby boomers they know to learn more about their lives growing up in the 1950s, '60s, and '70s. What social, political and economic factors shaped this generation? What were some of the "good times" and "bad times" boomers experienced? What products and fads were part of their everyday lives? Have students share their findings. Ask: If you were part of the team creating a baby boomer museum, what would you include? Why?

**LINKS:**
http://nsn.nslsilus.org/rmkhome/
http://www.boomersint.com/bindex.html
http://www.aginghipsters.com/index1.shtml

**Perspectives: Hollywood Cemetery**

1. Who are some of the movie pioneers whose final resting place is the Hollywood Forever Memorial Park? What are the cemetery's owners doing to promote tourism? Describe the video memorials available to celebrities and the public.

2. What do you think of video memorials? Do you agree or disagree with the cemetery's owners, who feel that the videos "capture the memory" of the deceased? Explain. Do you think the video memorials honor the deceased or capitalize on their success? State your rationale.

**LINKS:**
http://www.seeing-stars.com/Buried2/HollywoodMemorial.shtml
http://www.theatlantic.com/issues/2001/03/leibowitz.htm
http://www.hollywoodusa.co.uk/MemorialParks/hollywoodforever.htm

**Health Report: Your Boss Knows**

1. What kind of technology is the Fitness First company examining? What kind of information would this technology make available to corporations? How does this technology work? Why would companies want to have information about their employees' fitness club attendance?

2. How do some of the club members interviewed feel about their fitness club providing attendance information to their bosses? What company is behind the digital key technology? How is the company accommodating the issue of privacy? What are some of the corporations already using this system? Do you think providing fitness club information to one's boss is a violation of privacy, or appropriate if the company is paying for the club membership? Explain.

**LINKS:**
http://www.fitnessfirst.com/

**Health Report: Amusement Park Safety**

1. What measures do engineers take on a daily basis to insure that amusement park rides are safe? How many people have died on amusement park rides in the U.S. during the last ten years? When was legislation first introduced on Capitol Hill to regulate amusement park rides? What is the status of this legislation?

2. Refer students to the links below to learn more about amusement park ride safety and the status of state and federal legislation on this issue. Have students, working in groups, identify how many people are injured on amusement park rides each year and the status of amusement park regulations in their state. After groups present their findings, ask: What are the benefits and drawbacks of federally regulating amusement park rides? Why do you think permanent amusement park owners are reluctant to support federal regulation of their industry? After the class discussion, poll students on whether or not they think the U.S. federal government should regulate amusement park rides.

3. Inform students that, in the U.S., safety issues are divided into two domains: public safety and occupational safety. (Public safety involves hazards that are met in the home, in travel and in recreation.) Then, as a class, generate a list of various safety issues that are regulated by federal and state governments. Group students. Have each group select one of the safety issues and prepare a presentation about how federal and state agencies address the safety issue. The Consumer Product Safety Commission, Environmental Protection Agency, and the Web sites listed below should provide useful information. Following the presentations, discuss the benefits and drawbacks of the regulatory systems. Point out that, during the last 30 years, the U.S. government has increased its responsibility for ensuring public safety. Ask: Why do you think this is the case? Should the federal government regulate public safety? Explain.

**LINKS:**
http://fyi.cnn.com/2001/TRAVEL/NEWS/08/24/amusementpark.injuries/index.html
http://fyi.cnn.com/2000/US/05/17/amusement.park.safety/index.html
http://www.cpsc.gov/
http://www.naarso.com/
http://www.pp.okstate.edu/ehs/links/links.htm
http://www.nsc.org/
http://www.iaapa.org/

**Student Bureau: Roller Coasters**

1. How many people ride roller coasters each year according to the Roller Coaster Database? What kind of ride is "Superman"? Where can this ride be found? Who is John Odum? What did one elderly rider tell him about his park's "Superman" ride? How does this illustrate the appeal roller coasters have?

2. What is unique about the "Superman Ultimate Flight" ride? Where can riders find this coaster? What kinds of speeds and altitudes do thrill rides like "Superman" reach? Have you ever ridden a high-speed roller coaster? If so, how would you describe the experience to someone who has never tried it?

3. Although technology puts the "thrill" in thrill rides, physical science is the guiding principle for even the most basic amusement park rides. Ask your students if they know what keeps riders in their seats (besides their seat belts!) as their roller coaster does a vertical loop. Challenge them to investigate the science behind the screams. Divide the class into groups. Have each group choose several amusement park rides and research the physical science principles, including centrifugal force, gravity, inertia, motion and weight, that make them work. Have each group describe one amusement park ride and explain how each principle is either used or overcome on that ride.

**LINKS:**
http://www.rcdb.com/
http://www.iaapa.org/
http://www.glenbrook.k12.il.us/gbssci/phys/projects/yep/coasters/rcstupa.html

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**EDITOR'S NOTE:**
Quecreek Mine
hypothermia
warlord
Afghanistan
baby boomer

Hollywood
privacy
altitude

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# CNN NEWSROOM Guide

**July 31, 2002**

## -------------- PROGRAM RUNDOWN --------------

**STORY** ...SEGMENT...PROGRAM

**CNN NEWSROOM OPEN** ... 00:10... 00:10

**TODAY'S NEWS** ... 00:10...00:20

**CNN STUDENT NEWS** ... 00:10...00:30
Today's top stories

**Lead Story: Rescue at Quecreek** ... 05:45...06:15
-Surveyor Bob Long used GPS technology to steer rescuers to the trapped miners.
-CNN's Jeff Flock takes us inside an abandoned mine.

**In the Headlines** ... 01:30...07:45
-Pres. Bush signs legislation aimed at punishing corporate criminals.
-Stocks were mixed at the closing bell.

**Ask CNN** ... 01:00...08:45
Why is U.S. money called the "dollar"?

**News Focus: Kandahar Hospital** ... 03:25...12:10
The international community tries to improve the quality of children's medical care in Kandahar.

**Chronicle: Ask the Kids** ... 02:55...15:05
A new study indicates that teasing and bullying are major problems for kids in the U.S.

**Chronicle: Self-Defense** ... 02:00...17:05
Young people are learning to protect themselves from abductors.

**CNN STUDENT NEWS PERSPECTIVES** ... 00:10...17:15
Daily Reports, features, and today's CNN Student Bureau story

**Perspectives: Hollywood Secession** ... 03:00...20:15
Hollywood may break away from Los Angeles to become its own city.

**Business Report: 100 Years of Air Conditioning** ... 02:50...23:05
Air conditioning celebrates its 100th birthday.

**Student Bureau** ... 03:10...26:15
Camp Jenny is a camp with a mission.

**Where in the World?** ... 01:00...27:15
Answer: Pennsylvania

**CNN NEWSROOM CLOSE** ... 00:45... 28:00

## ----------- CNN NEWSROOM STORIES ------------

### CNN NEWSROOM OPEN

### TODAY'S NEWS

**Lead Story: Rescue at Quecreek**

1. How is the state of Pennsylvania responding to the accident that trapped nine miners last week? For how long did rescuers work to get the nine miners out? Who is getting much of the credit for that rescue?
2. What does Bob Long do for a living? What does a surveyor do? What is GPS technology? How did Long use global positioning system technology to keep the trapped miners alive? Why were accurate measurements vital to this effort? What does Long say was the "payoff" for all his hard work and accuracy?
3. In the video we learn that the 6 inch wide shaft that brought warm air to the trapped miners had to be placed in precisely the right location. We hear that "Long made sure his measurements were accurate, within a fraction of an inch." Why is accuracy important when determining one's location, especially in a rescue effort? Can you think of any experiences you may have had where accurate measurements were crucial? Explain.
4. Inform students that GPS technology works by giving almost every square meter on Earth its own unique "address". Challenge students, working in groups, to research GPS technology and how it works. Share group findings. Discuss other scientific, military and everyday applications of this technology.
5. How would you describe the conditions inside the mine CNN's Jeff Flock toured? What are the similarities and differences between this mine and the one where the nine miners were trapped? Why was it so important for the trapped miners to maintain their composure throughout their ordeal?
6. Teachers: For a related CNNstudentnews.com story and educational materials, please go to: http://fyi.cnn.com/2002/fyi/news/07/29/mine.accident/index.html.

**LINKS:**
http://fyi.cnn.com/SPECIALS/2002/miner.miracle/index.html
http://www.trimble.com/gps/
http://www.redhorsetech.com/aggps/GPS_explained.html

**News Focus: Kandahar Hospital**

1. Who is Scott Harrison? Of what organization is he a member? Where is Kandahar? How does Dr. Harrison assess Kandahar's medical needs as compared to the medical needs of other places around the world? Why?

2. How have 23 years of war affected Kandahar's medical care? What diseases and conditions does Dr. Harrison believe will continue to affect Kandahar's children? What is Cure International doing to address this health crisis? When will the children's hospital be completed?

3. What long-term health problems could result from a lack of adequate medical care in Afghanistan? Have students work in groups to learn how the past two decades of civil war and Taliban rule have impacted the nation's health and education systems and infrastructure. Share group information. How will the medical rebuilding of Afghanistan impact the health of its citizens now, and in the long-term? Discuss.

4. Teachers, for a CNNstudentnews.com backgrounder on Afghanistan, please go to: http://www.cnn.com/2001/fyi/news/10/23/afghanistan/index.html.

**LINKS:**
http://www.ccure.org/
http://www.time.com/time/2001/underthreat/lastbastion/
http://www.afghan-network.net/Culture/qandahar.html

**Chronicle: Ask the Kids**

1. What is the difference between "physical violence" and "emotional violence"? According to the study conducted by the Families and Work Institute, what form of violence are kids most worried about? What evidence suggests that teasing and bullying are major problems for kids in the U.S.? In your opinion, what can be done to break the cycle of bullying?

2. Challenge students to cite examples of different types of bullying. Then ask: How big a problem is bullying in your school? How does your school deal with bullying? Refer groups of students to the links below to learn more about the causes, effects, and solutions for bullying. Pose the following questions to guide students' research:
    1. How pervasive is bullying in school communities?
    2. Why do people bully?
    3. Why is bullying harmful to victims, perpetrators, and the school community?
    4. What can students, teachers, parents, and school administrators do to stop bullying?
    5. What are some of the common elements of different anti-bullying programs?

   Have groups share their research. Then, instruct them to critique your school's anti-bullying policy, and, if necessary, suggest ways to improve the policy. If your school does not have an anti-bullying policy, help your class draft one. Have students prepare a written report of their findings and recommendations and present it to your school's principal.

3. Teachers: For additional information and activities related to bullying, check out the educational guide for the "7th Heaven" episode "Teased" at http://www.turnerlearning.com/thewb/7thheaven/teased/.

**LINKS:**
http://www.familiesandwork.org/
http://www.familiesandwork.org/askthechildren.html

http://www.ed.gov/databases/ERIC_Digests/ed407154.html
http://www.nobully.org.nz/guidelines.htm
http://www.antibullying.net/

**Chronicle: Self-Defense**

1. What is Youth Power Tactics? How have recent events affected the program's enrollment? How does the program's instructor, Thomas Guzman-Sanchez, teach students to use their senses and their common sense to avoid abduction? What are some of the tips he offers young people?

2. Many students think that younger children are most often targets of crime. Point out to students that, according to the National Center for Missing and Exploited Children, teenagers (ages 12-19), especially girls, "are the most victimized segment of the population in the United States". What can teens, especially young women, do to protect themselves? Ask a law enforcement professional or security expert to address your class on how to avoid becoming a victim. Post the speaker's tips on your school's Web site or in the school newspaper.

**LINKS:**
http://martialarts.about.com/library/weekly/aa072202d.htm
http://www.ncmec.org

**Perspectives: Hollywood Secession**

1. Where is Hollywood? What images come to mind when one thinks of this place? Why? What political movement has swept Hollywood? Why do some want to "re-invent" it?

2. Who is Hollywood's "honorary mayor"? What does he think of the idea of separating Hollywood from Los Angeles? Why would lack of money present a problem for the new "city of Hollywood"? Do you think it's possible that Hollywood might not have enough money to survive as an independent city? Explain.

3. Point out to students that this story is about secession. Ask them where they have heard that word before. Discuss other instances of secession in history, including those that students may be aware of locally or regionally. Ask: What are some of the reasons why some geographic locations secede from others? Challenge your students to examine the concept of secession on a smaller scale: Ask them to consider what would happen if the class "broke away" from their school. How would this secession affect students and their education, from the physical environment to the people and resources they would need to attend school? Discuss the political, social and economic pros and cons of secession in their case and that of Hollywood.

**LINKS:**
http://www.hollywoodvote.org/
http://www.hollywoodland.org/
http://www.newstribune.com/stories/021800/ent_0218000047.asp

**Business Report: 100 Years of Air Conditioning**

1. When was air conditioning invented? Who invented it? Where was the first air conditioning unit installed? How did air conditioning affect modern society? What industries have emerged as a result of air conditioning?

2. How does the invention of the air conditioner rate in terms of important modern conveniences? Help students to brainstorm a list of other inventions that have revolutionized modern society, such as laundry machines, refrigerators, light bulbs and telephones. Have students conduct research to learn about the history and impact of these devices. After students present their findings, challenge them to rank these devices in terms of their level of importance. Have students consider how their lives would be affected if these devices didn't exist.

3. Ask students to consider the economic impact of air conditioning. Divide the class into small groups. Ask each group to generate a list of types of businesses that benefit from air conditioning, including restaurants, retail stores, and recreational facilities (like ice skating rinks and fitness clubs). Have groups present their lists. Would any of these businesses have succeeded without air conditioning? If so, how would their operations be different? How has air conditioning impacted their bottom line? Has air conditioning had any negative economic impact? Discuss.

   **EXTENSION:** Point out to students that several cities in the Southern United States are major trade and commerce centers. Ask students to name a few of these cities and the industries most closely associated with them. Ask: To what extent can air conditioning be credited with the South's economic boom?

**LINKS:**
http://inventors.about.com/library/weekly/aa081797.htm
http://inventors.about.com/cs/timelines/index.htm?PM=ss15_inventors
http://top20.travelzoo.com/about/

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**EDITOR'S NOTE:**
Quecreek Mine
global positioning system (GPS)
surveyor
Kandahar
infrastructure
self-defense
secession
air conditioning

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EFF-089 (1/2003)